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ABSTRACT

This resource manual describes a model for planning and developing comprehensive career placement services integrated into the total career development efforts of secondary and postsecondary schools in Illinois. The manual is designed to be used by educational administrators at the local and regional level in developing specific program goals, defining local programs, and selecting staff. Local or regional placement services staff can use the manual in planning and carrying out the operation of these services. The manual is organized into five sections, covering planning and development of the placement services, coordination of the elements, career development services, placement services, and follow-up and evaluation. Provided within each section are a discussion of ideas and lists of relevant activities suggested to implement aspects of the complete placement program. A set of resource pages follows each section of the manual to illustrate ideas and materials discussed in the text. (KC)

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Resource Manual

ED208191

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July 1976

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS i

TABLE OF CONTENTS v

LIST OF RESOURCES vii

INTRODUCTION 1

Definition of Terms 2
Career Assistance and Placement Services Objectives 3

PLANNING AND DEVELOPMENT 9

Why Career Placement? 9
- Socio-Economic Factors
- Responsibility of School
- Results of Illinois Study

Basic Requirements for Comprehensive Placement 13
Staffing Considerations 14
- Responsibilities of Cooperating Personnel

Adaptation to Local Settings 18
- Secondary and Post-Secondary Schools
- Rural and Urban Schools
- Consideration of an Area Placement Program

Development of Career Placement Services: Steps and Priorities ... 25

RESOURCES R1 - R5

COORDINATION 33

Implementation of Career Placement Program 35
- Priority Steps in Implementation
- Develop Schedule of Activities

Suggested Schedule of Activities 37
Staff Development for Placement Staff 43
Staff Development for Cooperating School Staff 44
- Counselors
- Co-op Supervisors

Suggested Activities for Staff Development 49
Organizing Community Resources 51
- Advisory Committee
- Public Relations

Suggested Activities for Advisory Committee and Public Relations . 55
Labor Market Information System 57
- The Need for Realistic Information
- Sources of Labor Market Information
- Obtaining Useful Local Information

Suggested Activities for Labor Market Information 67

RESOURCES R6 - R24

CAREER DEVELOPMENT SERVICES 69

Career Planning: Placement or Counseling? 69
Defining the Relationship
Needs Assessment
Career Information
Serving Students with Special Needs
Suggested Activities for Special Student Needs 81
Pre-Employment Preparation 83
Basic Elements
Delivery Approaches
Suggested Activities for Pre-Employment Preparation 87

Resources R25 - R46

PLACEMENT SERVICES: 89

A Model for Operation 89
Explanation of Terms
Steps to Career Placement
Considerations in Placement Operation 83
Necessary Forms and Records
Practices and Proecdures
Ethical and Legal Issues 100
Employment Legislation
Student Privacy
Suggested Activities for Placement Operation: 1-4 103

Resources R47 - R92

FOLLOW-UP AND EVALUATION 89

Evaluation of Placement Services 111
Surveys and Accountability Records
Student Follow-Up
Evaluation of Educational Programs 113
Student Follow-Up
Employer Follow-Up
Suggested Activities for Evaluation 117
Conducting Follow-Up Studies 119
Methods and Schedule for Follow-Up .....
Suggested Activities for Follow-Up 121

Resources R93 - R102

APPENDIX 123

References 123

LIST OF RESOURCES

PLANNING AND DEVELOPMENT

R-1 Suggested Resources for Placement Proposal Writing

R-2 Sample Position Announcement: Placement Coordinator

R-3 Samples of Specialized Job Titles

R-4 Possible Organizations for Implementation of Placement Program

R-5 Suggested Outline for Placement Program Plan

COORDINATION

R-6 Some Organizations Relevant to Career Placement

R-7 Faculty Notice Introducing Placement

R-8 CAPS Policy Statement: Faculty Memo

R-9 Placement Service Newsletter

R-10 In-Service Career Workshop

R-11 In-Service Career Workshop

R-12 If You Want Me to Serve on a School Advisory Committee

R-13 Recognition of Employer Contribution

R-14 Publicity Through Employer Organizations

R-15 Promotional Flyer for Employers

R-16 Letter to Parents

R-17 Promotional Brochure: Students

R-18 Promotional Flyer for Students

R-19 Area Cooperation for Promotion

R-20 How to Order Government Publications

R-21 Useful Publications: Labor Market

R-22 Community Resources Workshop

R-23 Community Resources Directory: Career Information

R-24 The Dynamics of Labor Market Forecasting

CAREER DEVELOPMENT SERVICES

R-25 Sample Needs Assessment: Secondary

R-26 Sample Needs Assessment: Community College

R-27 Selected Staff Resources: Career Information

R-28 Requests for Career Materials

R-29 Computer Guidance Systems: An Outline

R-30 Organizations Serving the Disadvantaged and Handicapped

R-31 Labor Force Report: Graduates and Dropouts

R-32 Job Placement Service for Dropouts

R-33 Special Needs Career Conference

R-34 Minority Professional Program: A Joint Effort

R-35 Life/Career Planning Seminar for Women

R-36 Veterans' Career Needs: Selected Resources

R-37 Employability Skills

R-38 Selected Pre-Employment Preparation Materials

R-39 Pre-Employment Preparation: Performance Objectives

R-40 Career Planning Course Outline

R-41 Job Readiness Program

R-42 Pre-Employment Kit for Students

R-43 Resume Outline

R-44 Letter Writing Career Tips

R-45 What You Need to Know to Fill Out an Application Form

R-46 Your First Pay

PLACEMENT SERVICES

R-47 Pre-Graduation Survey

R-48 Sample Response to N-eds Assessment

R-49 Exit Interview Format

R-50 Student Registration with Referral Record

R-51 Student Registration Card

R-52 Student Registration and Data Card

R-53 Registration for On-Campus Employment

R-54 Employer Recommendations

R-55 Employer Survey with Return Mailer

R-56 Employer Survey and Promotion for Area Schools

R-57 Employer Letter, Survey and Request for Visit

R-58 Employer Visitation Summary

R-59 Record of Employer Contact

R-60 Letter and Employer Job Notice Form

R-61 Job Order: Multiple Copies

R-62 Job Order with Referral Record

R-63 Introduction/Referral Card

R-64 Referral to On-Campus Employment

R-65 Employment Opportunity Notice to Faculty

R-66 Job Opportunity Bulletin

R-67 List of Available Job Applicants

R-68 Continuing Education: Transfer Procedures

R-69 Continuing Education: Summary of Financial Aid Data

R-70 Continuing Education: Student Request for Information

R-71 Employer Fair

R-72 Campus Recruiting: Information from Employers

R-73 Business Recruiter Interviewing Schedule

R-74 Campus Recruiting: Information to Employers

R-75 Credentials: Student Instructions

R-76 Credentials: Student Release and Office Record

R-77 Credentials: Student Request to Send

R-78 Credentials: Unofficial Transcript

R-79 Student Evaluation by Vocational Teacher

R-80 Student Evaluation: Non-Confidential

R-81 Student Evaluation: Waiver Included

R-82 Student Notice of Job Opportunity

R-83 Student Notice to Contact Placement Office

R-84 Active Placement Registrant Follow-Up

R-85 Notice to Employer of Job Listing

R-86 Follow-Up to Employer of Students Placed

R-87 Daily Placement Office Activity Record

R-88 Weekly Placement Activity Record

R-89 Placement Report for Non-Placement Faculty

R-90 Records: Placements and Withdrawals

R-91 Request for Additional Company Literature

R-92 Glossary of Employment Terms

FOLLOW-UP AND EVALUATION

R-93 Student Evaluation of Placement Services

R-94 Student Evaluation of Job Skills Session

R-95 Employer Evaluation of Career Day

R-96 Cover Letter: Student Follow-Up

R-97 Former Student Career Survey

R-98 Selected Student Follow-Up Items

R-99 Five Year Follow-Up

R-100 Employer/Supervisor Follow-Up

R-101 Sample Use of Follow-Up

R-102 Some Possibilities for Using Follow-Up Data

INTRODUCTION

This manual presents a model for the development, operation, and evaluation of comprehensive career placement services integrated into the total career development efforts of the educational institution. The model was developed and field-tested by the Model Placement Center Project at Triton College under grants from the Illinois Department of Adult, Vocational and Technical Education.

It is the purpose of the manual to provide a guide for planning and developing comprehensive placement services at secondary and post-secondary schools in Illinois. The manual is designed to be used by educational administrators at the local and regional level in developing specific program goals, defining local programs, and selecting staff. Local or regional placement services staff should be able to use the manual in planning and carrying out the operation of these services.

The manual is organized into five sections. Provided within each section are a discussion of ideas and lists of relevant activities suggested to implement aspects of the complete placement program.

A set of resource pages follows each section of the manual to illustrate ideas and materials discussed in the text. Resources are numbered consecutively throughout the manual. Reference to specific resources is denoted by use of the number and title. For example, "R-1 Selected Resources for Placement Proposal Writing" refers to the first of the gray-bordered pages following the Planning and Development section.

The Career Assistance and Placement Services (CAPS) Resource Manual describes a plan for comprehensive career placement services. Before outlining the plan, it is essential to define these words. The following pages explain the difference between comprehensive placement services and placement as an act

of putting students into jobs or higher education.

Comprehensive Career Placement is:

Service to students

Service to school

Service to community

DEFINITION OF TERMS

COMPREHENSIVE CAREER PLACEMENT SERVICES:

Those services through which the school assists students to develop and to implement their career goals. The types of activities required for comprehensive placement services at an educational institution are career planning, placement, employer interaction, follow-up, evaluation, and coordination. As the interface between career education and the world of work, these services:

- Assist the students to plan and implement career goals
- Serve the institution by supplementing the evaluation of instruction and providing input for curriculum revision based upon student and employer experiences
- Serve the community by relating education to the realities of the employment community and measuring the accountability of the school in meeting career education goals

CAREER:

The sequences of occupations, jobs and positions engaged in or occupied throughout the lifetime of a person. Psychologically, a career encompasses the series of roles played by a person. The choices and the successes in those roles are determined in part by the aptitudes, interests, values, needs, prior experiences and expectations of the person in question. (Super, Donald E. Occupational Psychology, 1970)

CAREER DEVELOPMENT:

An ongoing developmental process throughout the person's lifetime involving progressively consistent and realistic career choices and the acquisition of career choices, competencies and attitudes. (Crites, John O. "The Career Maturity Inventory" in Super, Donald E. Measuring Vocational Maturity for Counseling and Evaluation. National Vocational Guidance Association, 1974.)

CAREER GUIDANCE:

Guidance and counseling is an educational program responsible for assisting all individuals in the development of self-knowledge and interpersonal skills; in obtaining life-career planning competencies; in identifying and using placement resources; and in gaining knowledge and understanding of life roles, settings and events, especially those associated with family, education, work, and leisure. (Gysbers, Norman and Moore, Earl, 1974)

PLACEMENT:

Implementation of a step in the career plan of a student involving employment, transition to another educational or training setting, or other career alternatives consistent with individual aptitude, interests, values, and ability.

CAREER ASSISTANCE AND PLACEMENT SERVICES OBJECTIVES

Career placement at the secondary and community college level must be more than an employment process. The CAPS Model describes a systematic program with the following components:

CAPS Components are:

Planning and Development

Coordination

Career Development Services

Placement Services

Follow-Up and Evaluation

COORDINATION

- To function as a fully-integrated institutional service for students and former students
- To achieve a partnership with faculty, administrators and community members to ensure their fullest contribution to effective placement and minimize their involvement in routine mechanics of placement

CAREER DEVELOPMENT SERVICES

- Provide pre-employment preparation for students to assist them to seek, obtain, and retain employment
- Supplement efforts of career guidance staff to assist them in defining career goals
- Provide resource services to students and faculty on requirements of career opportunities and the changing nature of the occupational world

PLACEMENT SERVICES

- To assist students and former students in achieving career objectives by:

  Making known to them the full range of career opportunities

  Assisting them to present themselves effectively as candidates

- To assist students to find part-time, temporary, and vacation employment by:

  Providing financial assistance

  Providing work experience as part of vocational education and career development program

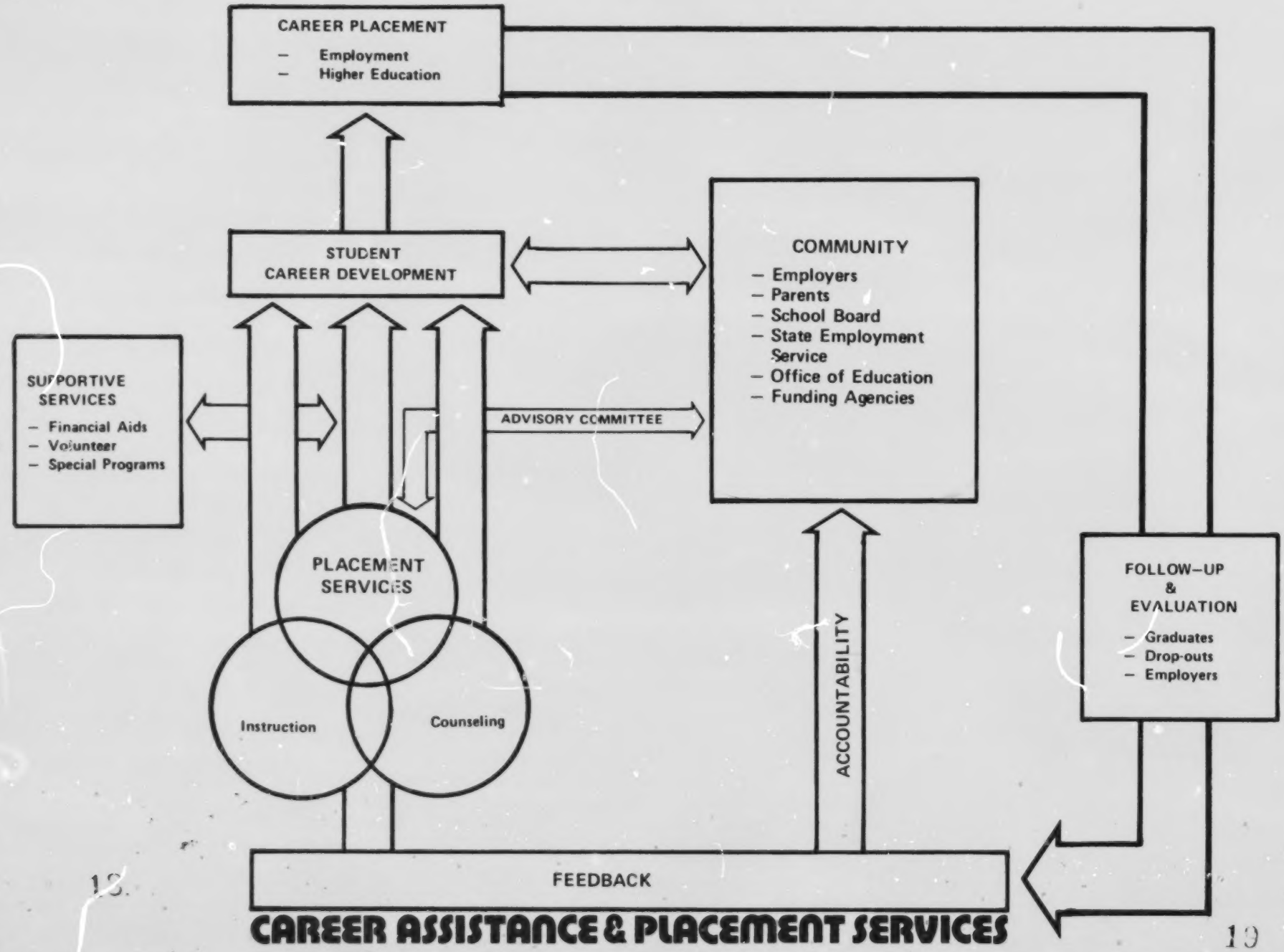
- To develop and maintain working relationships with employers who have opportunities of interest to students and former students of the institution

FOLLOW-UP AND EVALUATION

- To evaluate and improve the work of the career placement program
- To assist in evaluation of educational programs and institutional services

Comprehensive placement services contribute more to the school than tests of accountability. They assist in implementing the career education concept through service to students, interaction with employers, and generation of instructional and guidance/counseling resources for other staff. Public relations activities of placement services promote community good will toward students and the school.

A comprehensive approach to placement requires more than the matching of students to jobs. To effectively serve the student, services must be viewed in the perspective of student career development and be thoroughly integrated into all career development efforts of the school. To achieve this integration requires close cooperation between placement and guidance/counseling programs as well as other school staff. The following figure illustrates the CAPS Model of comprehensive career placement services.



CAREER ASSISTANCE & PLACEMENT SERVICES

PLANNING AND DEVELOPMENT

The placement of graduates into jobs or further education has long been accepted by schools as a legitimate, if frequently ill-defined, responsibility. In recent years, however, a mounting concern for the accountability of our educational system has prompted a surge of interest in placement services from national, state, and local levels of educational administration. The proliferation of new vocational programs at public and private schools, high drop-out rates of minority students, increasing unemployment rates for college graduates and youth, decreasing student scores on measures of academic skills, and extension of concern for consumer protection to the educational field have forced us to ask the question: "Are our schools really educating students to become useful members of society?"

The following rationale points out some of the reasons for proposing comprehensive placement services as a means both of answering the accountability question and of solving problems identified in career education goals.

WHY CAREER PLACEMENT?

In order to implement any comprehensive system of placement services, it is imperative to involve all levels of the educational staff in planning stages. The support of top administrators will be crucial to development of effective services. The first step in gaining

instititional support for placement must be an accurate perception of those factors which create the demand for action. The following is a summary of those salient positions taken in support of recognized programs which have been developed.

The rationale for development of comprehensive career placement services at local educational agencies may be viewed from three perspectives.

Three perspectives are:

Socio-Economic Factors

Responsibility of School

Local Needs

SOCIO-ECONOMIC FACTORS

- Recent years have seen a tremendous growth in vocational-technical education, and thus an increased opportunity for vocational education of youth and adults. Each year more people with increased skills and greater job potential enter the labor market. Individuals are no longer limited to entering an occupation through low level jobs.

- The changing educational pattern of American society has influenced our labor market. While society strongly encourages universal post-secondary education, the changing educational level of the population has resulted in changing entry-level requirements for many jobs. Four-year college graduates are now finding that their degrees may gain them entry into jobs formerly filled by non-college employees. The goal of a college education for everyone must be re-examined in light of these economic developments.

- The rapidly-changing technology in industry today requires increased flexibility of individuals. Not only are new career options opening up with technological advances, but existing jobs are being phased out or altered. Most workers can expect to change jobs and even fields of work many times during their careers. This flexibility demanded of today's workers includes specific job skills, career decision-making competencies, and knowledge of the labor market consistent with a changing technology.

RESPONSIBILITY OF SCHOOL

- Another reason for provision of placement services is the increased reliance of students upon their own earnings to support higher education. A 1973 survey by the U. S. Census Bureau (The Chronicle of Higher Education, July 21, 1975) indicated that student earnings are now the most common source of income for educational purposes. For all income levels, this source exceeds the amount of money provided by parents for higher education. The number of students working to pay educational costs while in school has increased in all types of settings, but it is most noticeable in community colleges (53% of students) and vocational schools (46% of students).

- Funding agencies of educational programs are demanding greater accountability for financial support in terms of how students are able to use their education in securing employment. The Veteran's Administration and the Department of Health, Education and Welfare have recently tied eligibility for college participation in student financial aid programs to a demand for evidence that placement rates are high, drop-out rates are low, and that the schools meet promises made to students regarding preparation for jobs. Recent court cases illustrate that students and parents can hold schools accountable for the quality of education. The performance record of an effective placement program offers valuable evidence of accountability.

- There is wide recognition throughout all levels of education that guidance and counseling efforts are expended primarily with the goal of guiding students toward baccalaureate and higher degrees. The appropriate measure of a school's accountability can no longer be the rate of placement into higher education without consideration of individual interests, abilities, and aptitudes. The legitimate and desirable options offered students through career counseling must be expanded to take into account current labor market and societal realities. Placement efforts contribute current, relevant facts which help to expand student career options.

- The responsibility for accurate knowledge of labor market realities related to school programs is often so diffuse that conflicting advice is given a student, depending on whether he speaks with vocational instructors, educational administrators, or guidance personnel. Many individuals in a school may have pieces of the puzzle as it relates to their area, but rarely do vocational program planners, guidance counselors, academic and vocational instructors compare data in terms of how useful total school programs have been in meeting student career needs and needs of the local community. Little recognition is given to the fact that many persons at a school share a need for similar information. A strong placement program encourages a pooling of resources which benefits all areas.

- Employer expectations must be considered in defining the responsibility of schools for training students. The career education concept holds that preparation of students for the world of work is the primary responsibility of education. Employer evaluation of local school programs and national business/industry groups have indicated that this preparation needs to include guidance in how to obtain and retain a job. In addition, employers consider much more profitable the employee who understands how a current entry position relates to future career plans. Career planning and instilling of pre-employment competencies are responsibilities that schools must define in order to adequately prepare students for eventual employment.

LOCAL NEEDS

Each institution may have unique evidence of local need for placement services. These might be found in an unusually high unemployment rate in the area, or perhaps a change in faculty work load which makes their usual placement efforts less effective. Services to special student populations, such as disadvantaged or potential drop-outs, may point out groups needing specialized career assistance and placement. Thorough student follow-up studies often identify needs which could have been served with an effective placement program.

The following information is based upon result of a follow-up of 1973 vocational program graduates and drop-outs from Illinois secondary schools. It provides an example of the type of data which can be obtained through local follow-up. The study was conducted by Eastern Illinois University under the sponsorship of the Division of Vocational and Technical Education as a unit of the proposed Management Information System. (See Felstehausen, 1974.)

- Over 54% of respondents recommended that more career guidance is needed in high school occupational programming.
- Twenty-four and one-half percent recommended more help in obtaining a job after graduation.

- Only 36.5% of the respondents indicated that they had selected their high school occupational program in order to gain entry to that job after high school, and 29% reported that they had selected their high school occupational program for personal use alone rather than to obtain a job skill.

- Additional education beyond high school was reported by 77.4% of the vocational program graduates, indicating that students use vocational programs in preparation for a variety of career options.

31.5%	Attended junior college
33.3%	Attended 4-year college
12.6%	Attended technical school

Resources

R-1 Suggested Resources for Placement Proposal Writing

BASIC REQUIREMENTS FOR COMPREHENSIVE PLACEMEN

Basic requirements for the establishment of comprehensive placement services have been stated by various researchers, educators, and state educational planners. This summary may serve as a foundation for those services which are discussed throughout the manual.

Basic requirements are:

Coordinated School Effort

Service to All Students

Year Round Placement Staff

Contribution to Career Development

Formal but Flexible

Communications with Employers

No Cost to User

Provide Feedback

- Effective services require coordinated effort of the entire school population, including active support of the administration.
- Services should be designed to serve all students of the school for at least one year following termination or completion.
- Comprehensive services should have full-time staff with responsibility for placement throughout the entire year.
- Placement services should be designed to contribute to the career development of each individual.
- A formalized system must provide flexibility to use the abilities of any capable, responsible individual or group.
- An ongoing system of communication with the employment community should be established to maintain effective services.
- Services should be provided with no cost to persons directly served.
- Placement and follow-up should be interrelated and mutually supportive, with feedback provided for evaluation of placement services as well as school programs.

STAFFING CONSIDERATIONS

The personnel and other resources in a particular placement activity will vary according to the availability of such resources in each school district.

Basic staffing considerations are:

Adequate staff size

Competent staff

Adequate staff schedule

Cooperating personnel

The following persons are essential for the operation of a comprehensive placement program:

- A full-time placement coordinator, unless school size and enrollment absolutely prohibits this
- An advisory council comprised of representatives from business, industry, and education
- Supportive personnel for typing, filing, record keeping, and related duties

The career placement coordinator will occupy a position of significant impact within the school system. Qualifications of the person selected for this position should be commensurate with the role implied in the CAPS objectives. Competencies necessary to fulfill these objectives include:

- Knowledge of education, work, career development
- Competencies in working with students and adults
- Initiative and energy and tact for public relations activities

It is highly recommended that the position of placement coordinator be assigned a full time, twelve month schedule. Because summer and vacation periods often represent the peak time of placement availability for students and graduates, the coordinator will carry out many responsibilities during this time. When actual placements are not being made, the coordinator may devote increased efforts to job development and public relations activities such as visits to employers, presentations to community organizations, and follow-through visits to placed students. Time is also required for professional literature and for program development activities, such as preparation of pre-employment material and events.

It is vital that the placement coordinator be assigned a schedule and student load commensurate with the responsibilities of the position. Whenever possible, assignment of non-placement tasks which restrict placement

staff to the school should be avoided so that the coordinator can maintain effective relationships in the employment community.

For schools in which the size of the student body does not require a full-time placement coordinator, other options might be considered:

- A full-time placement person to serve several schools
- A placement person for each school on a part-time basis

The following cooperating personnel should also be a part of the placement program in large school districts or where conditions and resources permit:

- School principal or student personnel administrator
- Vocational director
- Counselors
- Testing center staff
- Cooperative education or work experience coordinators
- Regular faculty members
- Employers
- Personnel of regional or state service centers to aid in the presentation of inservice training program or workshops
- Additional personnel for conducting follow-up studies of students and employers as necessary for a continuing evaluation of the program

Resources

R-2 Sample Position Announcement for Placement Coordinator

R-3 Samples of Specialized Job Titles

RESPONSIBILITIES OF COOPERATING PERSONNEL

Placement Responsibilities	Placement Coordinator	Counselor	Teachers	Advisory Committee	Employer	Administrators	Students
Planning	X	X	X	X	X	X	X
Needs Assessment	X	X		X		X	X
Inservice	X	X	X				
Orientation	X	X					X
Career Planning	X	X					X
Testing	X	X					
Referrals to Placement	X	X	X				
Public Relations	X	X	X	X	X	X	X
Contact Business/ Industry	X	X	X	X	X	X	
Job Development	X				X		
Referral/Interview	X				X		X
Follow-Through	X				X		
Follow-Up/Feedback	X				X		
Evaluation	X	X	X	X	X	X	X

ADAPTATION TO LOCAL SETTINGS

While the CAPS model has been designed to be adaptable to any type of school setting, development of a specific local placement program will depend on the human and material resources available. In building such a program, therefore, local planners will be the best experts on what will work in their school. The guidelines, suggested activities, and resources of this manual have been aimed at the total scope of career placement programs within a wide range of settings. There are some general points to consider, however, in adapting materials for local use.

Considerations in local adaptation:

Differences between secondary and post-secondary schools

Differences between rural and urban schools

Advantages of an area placement program

Resources

R-4 Possible Organizations for Implementation of Placement Program

SECONDARY AND POST-SECONDARY SCHOOLS

Some of the differences to consider in planning local placement programs are explored in the following chart.

	SECONDARY	POST-SECONDARY
STUDENT CHARACTERISTICS	Be aware of laws governing employment of youth. Students are generally less sure of career plans and of how to use skills. Some schools prefer to obtain a release from parents on student placements registration forms. Availability of transportation for students is an important consideration.	Resources and activities need to be planned for a wide range of ages, skill levels, and career development. Students often have skills or experience gained outside their current program of study.
STAFFING NEEDS	Job development may require more time in the field for placement staff to sell employers on idea of hiring young workers, expecially in areas of high unemployment. If the coordinator's schedule does not allow time away from school, then duties might be shared by two persons spending part-time on placement. (For example placement coordinator does student intake counseling and registration, pre-employment preparation and referral; job development specialist calls on employers, takes and updates job orders, visits students on the job and refers students to jobs).	Administrative standing for the placement coordinator (or director) is strongly recommended to gain cooperation needed in the school and in the community. Without the authority accompanying this standing, the coordinator is handicapped in meeting responsibilities, and the program may lack credibility.

	SECONDARY	POST-SECONDARY
(STAFFING NEEDS)	Availability of secretarial/clerical help for full-time telephone coverage is important, though this need not mean full-time spent on placement duties.	Competent full-time secretarial/clerical help is essential, particularly for telephone coverage. Student workers or volunteers have been successful, but all personnel should be carefully trained in proper taking of job orders, importance of confidentiality, and courteous telephone manner. Personnel should be able to identify those matters needing attention of the placement coordinator, since many requests fall outside the simple job order (e.g. potential discrimination, special recruitment requests, unusual student or employer requirements).
COOPERATING SCHOOL STAFF	Supervisors of cooperative education or work-study programs are usually key people for the coordinator to work with. A clear mutual understanding of program goals enables both placement and co-op staff to benefit the two programs (e.g. combining publicity efforts, sharing job development efforts, and directing students to appropriate programs).	Vocational department chairpersons are usually key people for the coordinator to win over. Individual conferences with each chairperson should lead to understanding of programs, relationships with individual instructors, opportunity to meet with program advisory committees, and knowledge of any special problems or procedures in placing students and graduates.

	SECONDARY	POST-SECONDARY
(COOPERATING SCHOOL STAFF)	Both co-op personnel and vocational instructors usually provide good avenues for the placement coordinator to reach students with pre-employment preparation.	Counseling department cooperation is essential in career planning and pre-employment preparation efforts. Counselors may provide the best access to the majority of students through orientation or career development classes. Career information efforts can be shared.
	Counseling department cooperation is particularly important in career information and educational placement efforts.	There may be a wide variety of student services where duplication of efforts and confusion of services could occur. Clear policies should be worked out with (1) financial aids staff for referral of work-study students; (2) volunteer program for paid versus non-paid work experiences; (3) apprenticeship program for training opportunities, referral procedures, and employer information, (4) special programs (such as disadvantaged and handicapped, women, black studies, and veterans) for any special placement or career planning assistance needed.

	SECONDARY	POST-SECONDARY
PRE-EMPLOYMENT PREPARATION	Regular classrooms often provide access to all students for pre-employment skill development. These might include one-to three-session units taught by the placement coordinator or by the regular teacher to each class. If all students are included, special care should be taken to make activities meaningful to those who will continue their education (e.g. value of part-time work related to education, summer job-hunting tips, how to use college placement services, sources of financial aid for education).	The diversity of class schedules makes it difficult to reach students through regular classrooms. Delivery of pre-employment preparation services often means scheduling of evening hours, lunch or club periods, or Saturdays. Special classes on this subject may be scheduled with or without credit. Participation in such activities is usually a matter of student initiative, but the placement office should provide good publicity and very clear explanations of purpose.
PLACEMENT RECORDS AND FORMS	Since central student records are often quite accessible, placement registration may require less information. Registration may require or encourage parental consent. Information on attendance habits is often expected by employers. Formal placement credentials are not frequently used. Faculty evaluations of students may be useful to placement coordinator even without being given to employers. A student release is required for any information given out.	Student data is less centralized and more subject to change, so more complete information is needed by the placement office. Update procedures for such data as phone, address, available working hours, and job search status need to be considered. Placement credentials are useful and are expected to be more sophisticated than secondary ones. Student understanding of the procedures is essential (e.g. confidentiality, required forms, optional items, and rules for releasing credentials to employers).

RURAL AND URBAN SCHOOLS

The model proposed in this manual was developed from study of successful placement programs in all types of geographic and economic settings. The fundamental career placement principles of the exemplary programs seemed to be very similar. Where differences occurred between programs of rural and urban schools, these could be characterized more as operational variations resulting from smaller student population in the rural schools. For schools in which the size of the student body does not make the addition of full-time placement staff practical, two general solutions were found to be successful.

The school may choose to operate the placement program with a part-time placement person drawn from existing staff. In selecting staff for placement responsibilities the qualifications of career guidance competencies, business/industry expertise, familiarity with vocational programs, and public relations abilities should be strongly considered. A schedule permitting accessibility to the community is important, as is the availability of secretarial or student help for telephone coverage and record keeping.

A full-time placement person to serve several schools could be employed. The advantages to such an area approach to a career placement program are summarized in the following section.

CONSIDERATION OF AN AREA PLACEMENT PROGRAM

Planners may consider building an area program around:

Local school with strong existing program

Area vocational school serving local high school students

Centrally-located local school

Local school nearest major concentration of job opportunities

The following material is an excerpt from "Solicitation Guidelines for Area Placement Services for Secondary Students." Michigan Department of Education, Vocational & Career Development Services, November, 1974.

How the placement needs of the greatest number of people in a given area can be met most effectively and in the shortest possible time will depend on an assessment of the varied needs and resources of that area and the development of a planned, coordinated response to those needs.

The most efficient way to develop that response seems to be through area coordination of local placement effort. The choice of area coordination of local placement as the preferred route to reach the goal of comprehensive placement services for all students is based in part on the success of both area and local aspects in local and state funded exemplary placement programs.

While it might seem advantageous for a highly successful local program to remain presently on its own, the wisdom of such a choice would be highly questionable as placement programs proliferate in the not-too-distant future. The interests of all would be best served by area coordination of planning and information from the outset.

At no point is it conceived that area placement would replace or assume the operational role of local placement. Rather, area placement would provide coordination and support to assist local placement in meeting the needs of students, employers, and the community as a whole in the most effective way possible.

An area placement program would provide the following advantages to local placement programs:

1. Coordinate job development efforts so that local placement programs would be able to cover the employment market without duplication of effort and possible inconvenience to employers.

2. Coordinate exchange of information on job openings so that local placement programs would have access to a wider range of job opening information than they could generate by local effort alone.

3. Enable local placement programs to meet the needs of employers by making available a broader range of students for placement.

4. Provide assistance and support for local educational agencies in starting local placement programs.

5. Provide an on-going inservice training program that would enable an exchange and update of information on placement.

6. Provide local placement programs with current and accurate area career information that would enable students to make knowledgeable career decisions.

7. Provide placement services in the most cost-effective fashion consistent with the achievement of the objectives of the placement program.

DEVELOPMENT OF CAREER PLACEMENT SERVICES:
Steps and Priorities

- Gain Administrative Support
- Form Advisory Committee
- Assess Need
- Assess School Resources
- Develop Local Plan

STEP 1. Gain the support and active involvement of school administration throughout planning and operation of program.

Without active support of school administration, even the most energetic placement coordinator will be handicapped in meeting the responsibilities to students, school, and community. This administrative commitment is essential during program development and implementation because of the extent to which placement services interrelate with the total school program.

The development of a comprehensive placement program involves these considerations:

- Evaluation of existing programs
- Examination of present staff assignments
- Consideration of organization changes
- Consideration of budget needs and realities
- Definition of school policy for placement services
- Utilization of physical facilities

Departments of areas with direct concern for effectiveness of placement services include:

- Vocational departments
- Guidance/Counseling department
- Administrators who write local one and five-year plans
- Academic administrators and departments

STEP 2. Form an advisory committee to assist in carrying out remaining steps and establishing local priorities.

"Planned change occurs most easily when those who will be affected by the change and those who represent the power structure of an organization are involved in the formulation of the goals of that change and subscribe to those goals." (Herr and Cramer, 1972) Securing commitment from the diverse elements of the institution - guidance counselors, administrators, teachers, and (at high grade levels) students - represents a vital step in effecting a systematic approach to the career placement program.

It may be advisable for the change agent(s) to meet individually with each of these subgroups, as well as community employer representatives, to secure their commitment prior to formation of an advisory committee. The following suggested benefits may be used in increasing enthusiasm and involvement in the developing placement program.

Implementation of the Career Assistance and Placement Services Program is expected to provide benefits in the following ways:

- Students find that career development resources make their education more meaningful. Placement assistance within the framework of career development helps them to find employment based on their own needs rather than those of the school.
- Counseling staff may reach increased effectiveness through coordination of career resource, participation in professional development activities, and in-service training.
- Instructional faculty should find that career education is more easily implemented in the classroom with the use of career resource materials.
- Systematic career development efforts and organized central placement services will relieve instructors of time spent on similar efforts or serve to make their efforts more effective.
- School administration is provided with assistance in the evaluation of services and instruction offered.

- Increased accountability realized through comprehensive placement services should benefit the college in terms of relationship with the community as well as increasing prestige for quality education.

- Community benefits will derive from more effective career counseling and placement services through their sharing of CAPS career resources and professional development activities.

- Coordination of placement activities will benefit employers through facilitating their understanding of the vocational programs and aims of career education. Centralized access through the CAPS office assures them access to the students and resources of the total school rather than of specific departments alone. Coordination of contacts between school and employer relieves the employer of unnecessary calls from many different sources at the school.

STEP 3. Assess local needs for placement services.

In developing a plan, the following considerations may be helpful in defining local needs for a career placement program.

- A follow-up study of former students may contain such useful information as:

  Placement rate in related jobs

  Suggested service or program deficiencies by former students and employers

  Whether or not students have had adequate access to past follow-up data in planning education

- Many resource persons at the school may have useful information regarding: time devoted to placement activities by existing staff; present efforts to provide career guidance to students in vocational, general, or academic programs; and availability of labor market and/or career information resources. These include:

  Counselors

  Vocational teachers

  Vocational administrators

  Admissions or student records personnel

  Co-op or work experience coordinators

- Resources outside the school which might provide data on unemployment rates, the need for trained personnel, and what services are currently available include:

  Local State Employment Service Office

  Community organizations of local businessmen

  Trade associations

- A student needs assessment could be conducted to determine student demand for such services as:

  Full- and part-time job assistance

  Pre-employment preparation

  Faculty references to employers

  Career development events bringing employers to the school

STEP 4. Assess school and community placement resources.

Determination of the extent to which present staff are involved in placement and related activities should be extended to informal as well as formal providers of placement services. These may include:

- Counseling staff
- Co-op and work experience coordinators
- Instructors of vocational and academic subjects
- Special program or supportive service personnel

These persons should be contacted to assess their present activities and interest in the developing program. Size of the staff and organization of the school will determine the best method of identifying human resources. Strategies for reaching these people include:

- Review program objectives
- Meet informally with individuals
- Attend department meetings

- Send brief questionnaire to be followed with personal contact
- Review results of follow-up in which former students reported sources of help in locating jobs

Availability of career information and labor marker information resources should be considered in evaluating existing materials.

Identification of community resources may uncover a wealth of public and private organizations which can supplement the school placement program. These may include:

- Illinois State Employment Service
- Illinois Division of Vocational Rehabilitation
- CETA (Comprehensive Employment Training Act) programs. This is the new title of federal manpower programs for the disadvantaged. Local employers holding CETA contracts may include local government, public institutions and private employers. The CETA Contract Service Representatives at local or regional Bureau of Employment Security Offices should be able to assist in identifying these programs.
- Neighborhood Youth Corps
- Veteran's Administration Vocational Rehabilitation
- Trade or industry associations
- Other community agencies

Considerations for cooperation include:

- Arrangements for aptitude testing of students by ISES
- These agencies may provide a rich source of resource speakers
- The school or placement office may wish to designate a staff member as liaison agent to local agencies
- An agency staff member may be utilized on a full- or part-time basis as an "in school" representative

- Students can be informed of agency services through distribution of literature, meeting with agency representatives during career day activities, or referral to the agency.

Some Illinois State Employment Services offices can make available to schools information on local job openings listed with their job bank. Through a contractual agreement, schools obtain at no cost microfiche copies of the job bank on a regular basis. Name and address of the employer are omitted, so that specific referrals must be made through the local Illinois State Employment Service Office. For information, contact your local ISES office manager or the nearest regional office.

STEP 5. Develop plan for a career placement services program

After reaching an understanding of the concepts involved in comprehensive career placement, an actual plan, whether formal or informal, should be outlined. The plan should provide both short- and long-range objectives for career assistance and placement services designed to meet the local needs of students, school, and community.

A placement advisory committee may prove very useful in developing a plan and possibly in presenting it to the school board.

Resources

R-5 Suggested Outline for Placement Program Plan

SUGGESTED RESOURCES FOR PLACEMENT PROPOSAL WRITING

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SAMPLE POSITION ANNOUNCEMENT: PLACEMENT COORDINATOR

QUALIFICATIONS

1. Interpersonal skills, administrative ability, and resourcefulness in working with students, employers, faculty, and administrators.
2. Thorough understanding of career planning and placement principles, employment practice, occupational requirements, and educational settings.
3. A combination of education and successful work experience in at least two of the following fields: placement, career counseling, personnel management, public relations, cooperative education, educational administration.

RESPONSIBILITIES AND DUTIES

1. Coordinate career assistance and placement services program.
   a. Cooperate closely with other school departments, especially counselors, faculty, vocational administrators, and advisory committees, in developing program policy.
   b. Develop and carry out public relations efforts in the school and community, including working with placement advisory committee, other local schools, and employer groups.
   c. Systematically acquire and update local employment/Manpower information.
   d. Participate in relevant professional development activities to promote program improvement.

2. Prepare students for employment.
   a. Conduct studies as necessary to identify student needs for specific career assistance and placement services.
   b. Develop methods and materials for preemployment preparation of students both individually and in groups.
   c. Advise counseling staff in acquisition and use of information on career planning and the labor market.

3. Operate placement office to effectively serve students, employers, and school staff.
   a. Assist students to prepare for and obtain job or educational goals through personal interviews, telephone and mail contacts, posting of opportunities, and notices to faculty.
   b. Develop student job opportunities through visits to and from employers, and records of potential employers.
   c. Bring students and employers together through such methods as current job orders, direct personal referral, job bulletins, candidate lists, campus recruiting, career fairs, and student placement credentials.

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CAPS • Resource

R2

d. Follow through on all operations, including determining outcome of referrals, updating registrant files and job orders, and accurately recording all office activities.

4. Evaluate and improve the placement program.
   a. Continually evaluate placement methods, policies, and activities through surveys, analysis of office activity records, and cost review.
   b. Participate in the design and analysis of school follow-up studies to obtain evaluative feedback.
   c. Prepare an annual report detailing operation and evaluation of the placement program.

Placement Coordinator, Placement Director

Responsible for all aspects of placement program. May carry out total program or supervise team of full- or part-time specialized staff.

Placement Counselor

Member of regular counseling staff with designated responsibility for placement program. Or member of placement program team with responsibility for career planning, pre-employment preparation, and job adjustment counseling of students.

Placement Specialist

Member of school staff with designated responsibility for placement program. Or member of placement program team with responsibility for job development, employer contact, labor market information, placement referral, and/or follow-up.

Occupational Information Specialist

Liaison person from state employment service or designated member of placement program team with responsibility for labor market and occupational information as resource to students and staff.

Job Development Specialist

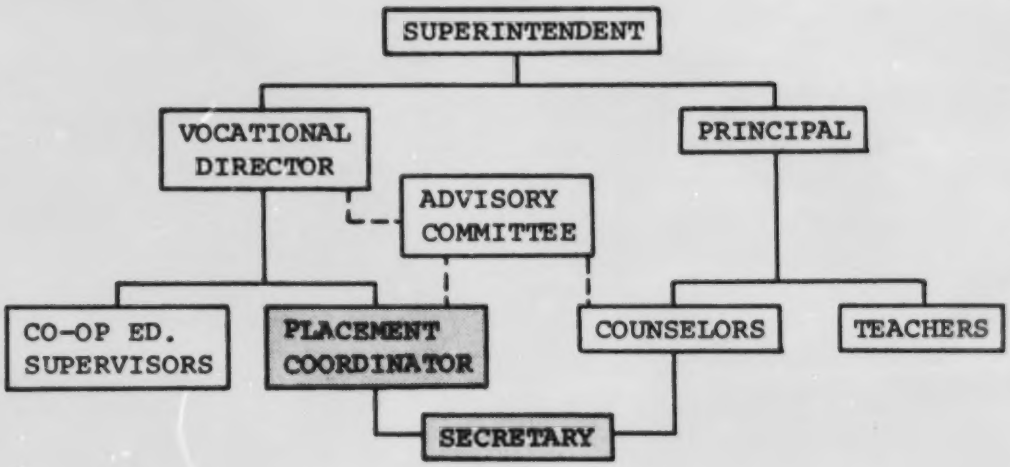
Member of placement program team with responsibility for initiating and maintaining regular contact with employers to identify employment opportunities. Through personal visits and other methods solicits employment opportunities, refers students, and maintains current information on outcome of referral and employment openings.

Secretary/Clerk

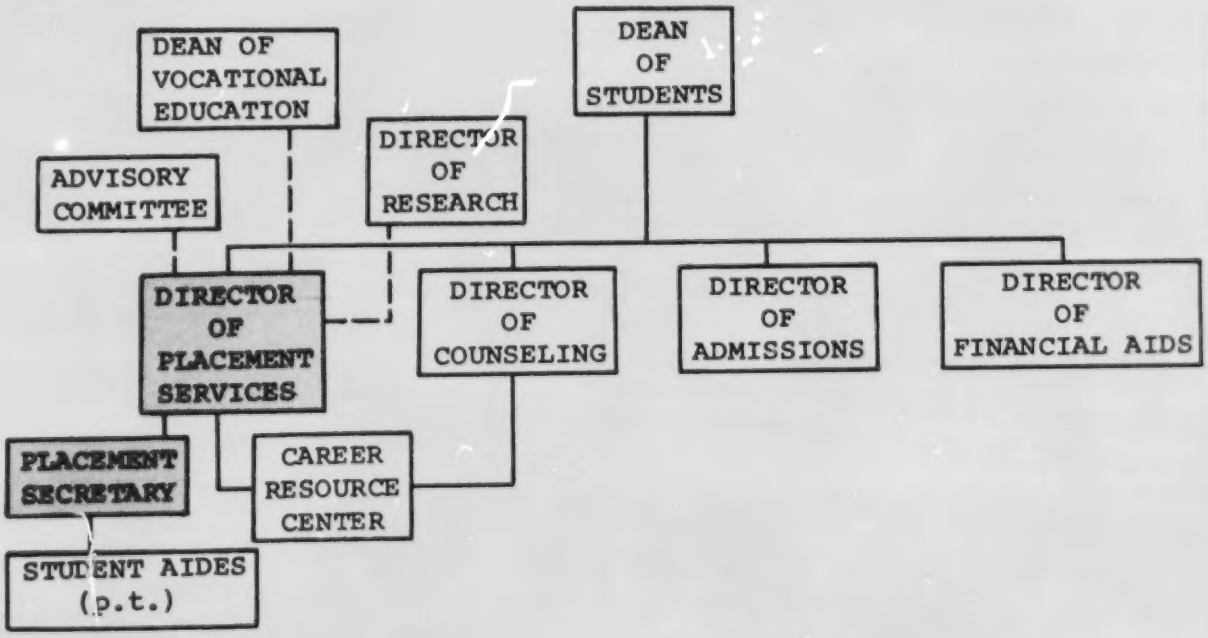
Carries out operational functions in placement office such as answering telephone, follow-through telephone or mail contact to verify outcome of referrals and current employment opportunities, maintains order of files and records, posts career placement notices, scheduling of appointments for placement staff.

POSSIBLE ORGANIZATIONS FOR IMPLEMENTATION OF PLACEMENT PROGRAM

MEDIUM-SIZED HIGH SCHOOL



MEDIUM-SIZED COMMUNITY COLLEGE



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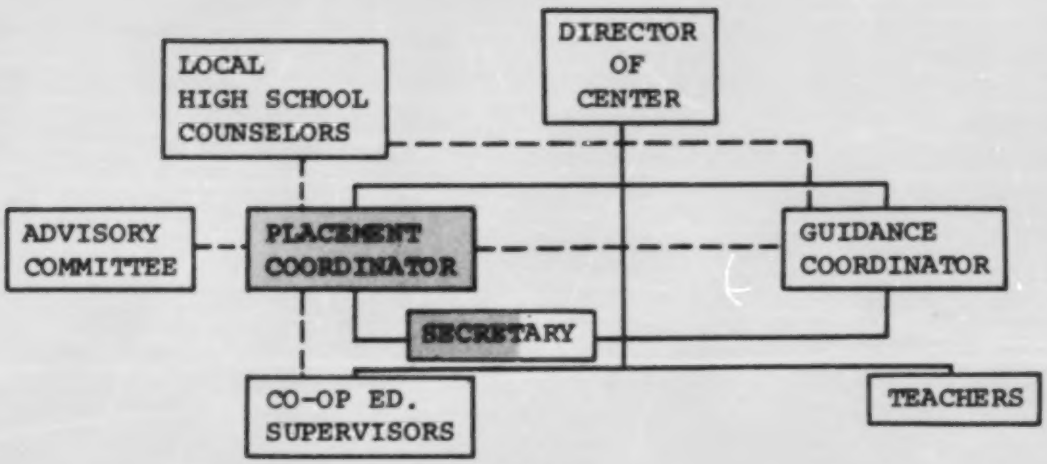
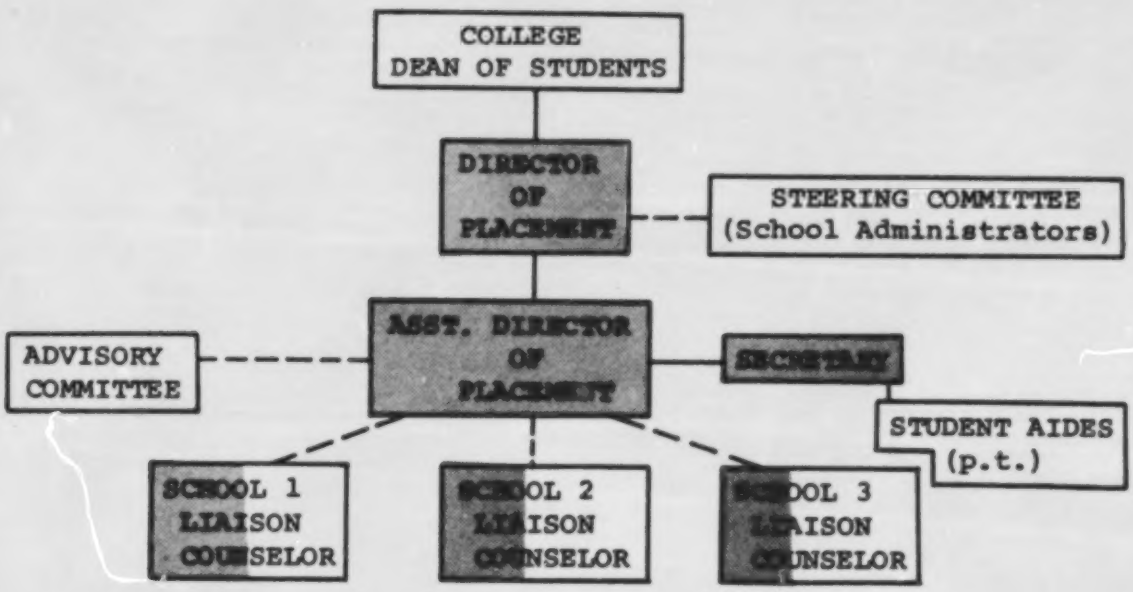
CAPS • Resource

 POSSIBLE ORGANIZATIONS FOR IMPLEMENTATION OF PLACEMENT PROGRAM

AREA VOCATIONAL CENTER



CENTRAL PLACEMENT FOR COMMUNITY COLLEGE AND SEVERAL HIGH SCHOOLS



SUGGESTED OUTLINE FOR PLACEMENT PROGRAM PLAN

I. Clear, concise overview of plan.

A. General goals for current and future years.

B. Specific operational objectives indicating evaluation procedure or outcome measures and planned timetable for accomplishment.

II. Rationale and Plan Development

A. Information gathered in initial planning steps may be incorporated into proposal.

B. Indicate local sources in input and agencies involved in development of area plan.

III. Placement staff

A. Brief description of proposal placement staff positions, including number of staff and time commitment.

B. Indicate arrangements for coordination with cooperating school staff.

C. Brief description of inservice training provisions for placement staff and cooperating staff.

D. List representation proposed for placement advisory committee.

IV. Facilities and Resources

A. Briefly describe proposal location of placement office and indicate reasons for selection of this site.

B. Describe existing career information resources and career development activities/services.

V. Career Assistance and Placement System

A. Briefly describe proposed pre-employment preparation activities and coordination with other career guidance services.

B. Describe how the program will function in placing students

1. Indicate student population served:
   a. Present students
   b. Graduates (period of time served)
   c. Dropouts (period of time served)
   d. Students of special program (eg. co-op, special education, vocational rehabilitation, disadvantaged)

2. Indicate means of referral to:

   a. Employment (part or full-time)
   b. Education
   c. Other career opportunities

3. Indicate methods of data management

4. Indicate means of follow-through for:
   a. Verification of job opening status
   b. Outcome of referrals
   c. Job adjustment after placement

(over)

CAPS • Resource

R5

VI. Follow-Up

A. Give a brief description of the methods used to follow-up former students and drop-outs.

B. Describe methods of following up employers of successful students.

VII. Evaluation

A. Describe the process used to evaluate and modify the proposed placement program.

B. Describe proposed methods for evaluation of instructional programs.

VIII. Budget

A. Salaries

Indicate types of positions, time commitment, salary, and benefits for placement staff.

B. Contractual Services

Indicate proposed expenditures for such items as:

1. Consultant time and travel for inservice activities
2. Rental of equipment

C. Materials and Supplies

Indicate proposal expenditures for such items as:

1. Office supplies (stationery for public relations and correspondence with employers, internal forms, etc.)
2. Postage for surveys, promotion and follow-through activities.
3. Purchase of student and staff career resources.

D. Travel

Indicate proposed expenditures for gas, mileage, or public transportation for such purposes as:

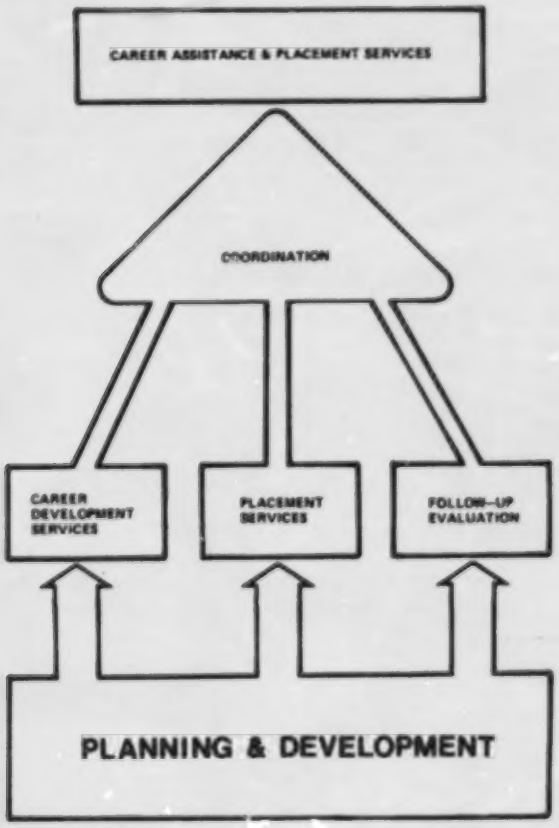
1. Visits by placement staff to district employers for job development, public relations, follow-through of referral and placement.
2. Staff travel to meetings, workshops or other professional development activities.

Source: Adapted from "Solicitation Guidelines for Area Placement Services for Secondary Students" Michigan Dept. of Education.

COORDINATION

Planning and development steps outlined in the previous section serve as a foundation for the placement coordinator to implement a program tailored to the needs and realities of the local setting. Coordination of the career placement program deserves careful attention during implementation.

Efforts aimed toward program coordination assure that services are fully integrated into the institution, avoiding duplication of effort and maximizing use of resources. Achieving this integration requires a partnership with faculty, administrators, and community members that ensures their fullest contribution to effective placement and minimizes their involvement in routine mechanics of placement.



51

A review of career assistance and placement services objectives makes apparent the broad range of services, activities, and resources which must be coordinated into a comprehensive program.

Career Development Services:

- Provide pre-employment preparation of students to assist them to seek, obtain, and retain employment
- Supplement efforts of career guidance staff to assist them in defining career goals
- Provide resource services to students and faculty on requirements of career opportunities and the changing nature of the occupational world

Placement Services:

- Assist students and former students in achieving career objectives by:

  Making known the full range of career opportunities

  Assisting them to present themselves effectively as candidates

- Assist students to find part-time, temporary, and vacation employment by:

  Providing financial assistance

  Providing work experience as part of vocational education and career development program

- Develop and maintain working relationships with employers who have opportunities of interest to students and former students

Follow-Up and Evaluation:

- Evaluate and improve the work of the career placement program
- Assist in evaluation of educational programs and institutional services

IMPLEMENTATION OF CAREER PLACEMENT PROGRAM

A systematic approach to the placement program requires that common threads running throughout the program and other school programs be identified and incorporated early to insure that maximum benefits are derived from individual effort. These common threads include:

- Related goals for student career development which placement staff shares with other staff members
- The need to organize community resources through advisory committees and public relations activities
- A need for more systematic use and generation of labor market information

The extent to which a school has already achieved a systematic approach in any of these areas will affect the establishment of placement program priorities. The coordinator may well be faced with a dilemma in deciding whether to begin a sorely-needed placement service virtually alone and gradually attempting to build partnerships or to devote early time and energy to organizing human and material resources into a comprehensive system. As a word of caution, the problems reported by an overwhelming majority of placement survey respondents indicated that time is not likely to be available once program operation is underway. Effective coordination and cooperation with placement efforts already existing can extend the reach of the placement program.

PRIORITY STEPS IN IMPLEMENTATION

The following functions, in order of suggested priority, offer a basis for planning and scheduling specific activities:

- Plan and develop program
- Identify placement staff and areas of coordination
- Create awareness of program by students employers, and faculty
- Implement placement services operations from plan
- Implement career development services from plan
- Implement follow-up and evaluation procedures from plan

DEVELOP SCHEDULE OF ACTIVITIES

The following schedule of activities is based on the priority steps for implementation of a comprehensive placement program. The activities and time frames suggested are presented in broad terms and may be altered to suit the needs of particular school districts. For examples of related materials and ideas, refer to the resources noted at the right.

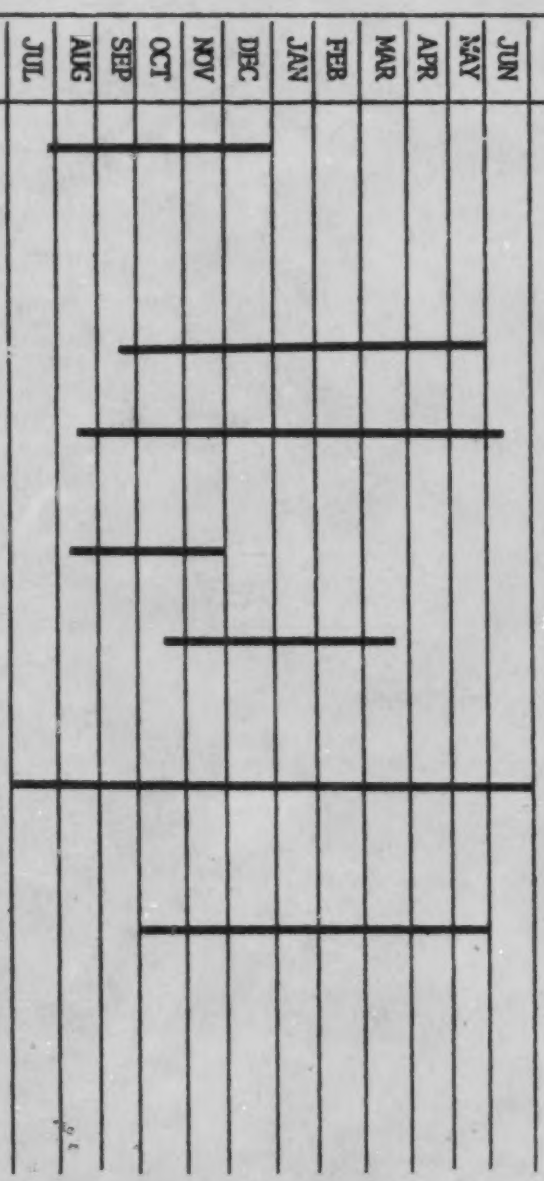
SUGGESTED SCHEDULE OF ACTIVITIES

ACTIVITY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	RESOURCES
Plan and develop program													
Form an advisory committee to assist in development and implementation of plan	———	———	———										See PLANNING AND DEVELOPMENT Section See COORDINATION Section "Suggested Activities for Advisory Committee and Public Relations" R-12 If you Want Me to Serve on a School Advisory Committee
Conduct needs assessment of students to identify type and degree of need for services.	———	———	———	———									See CAREER DEVELOPMENT SERVICES Section "Needs Assessment" R-25 Sample Needs Assessment: Secondary R-26 Sample Needs Assessment: Community College
Develop plan for career placement program to include coordination, placement service operation, career development services, follow-up, and evaluation.	———	———	———										R-5 Suggested Outline for Place-Program Proposal
Conduct or assist in follow-up of previous graduates and dropouts to evaluate effectiveness of existing services, obtain feedback on effectiveness of curriculum, and to generate useful career planning data for current students and career development staff.			———	———	———	———	———	———	———	———	———	———	See FOLLOW-UP AND EVALUATION Section "Suggested Activities for Follow-Up" R-97 Former Student Follow-Up R-98 Selected Follow-Up Items
Identify placement staff													
Assess extent of existing placement and career assistance activities by local school staff.	———	———	———	———	———	———	———	———	———	———			See PLANNING AND DEVELOPMENT Section "Staffing Considerations"

SUGGESTED SCHEDULE OF ACTIVITIES
CAREER ASSISTANCE & PLACEMENT SERVICES

ACTIVITY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	RESOURCES
Develop job description(s) and employ or assign competent, qualified placement staff.	———	———	———	———									R-2 Sample Position Annoucement: Placement Coordinator R-3 Samples of Specialized Job Titles
Create awareness of program by students, employers, and faculty													See COORDINATION Section "Suggested Activities for Advisory Committee and Public Relations"
Develop public relations materials for students and community.	———	———	———	———	———	———	———	———	———	———			R-14 Publicity Through Employer Organizations R-15 Promotional Flyer for Employers R-16 Letter to Parents R-18 Promotional Flyer for Students
Conduct in-service activities for cooperating school staff.			———	———	———	———	———	———	———	———			See COORDINATION Section "Suggested Activities for Staff Development"
Conduct local occupational/manpower survey to establish a central resource file of employer information, promote services, and identify opportunities.	———	———	———	———	———	———	———	———	———	———	———	———	See COORDINATION Section "Suggested Activities for Labor Market Information"

SUGGESTED SCHEDULE OF ACTIVITIES
CAREER ASSISTANCE & PLACEMENT SERVICES



ACTIVITY	RESOURCES
Implement placement services operations from plan	See PLACEMENT section "Steps to Career Placement"
Develop procedures and forms needed for placement operation.	See PLACEMENT section "Suggested Activities for Placement Operation-1,2,3,4,"
Students identified through assessment are contacted to register for services.	R-48 Sample Response to Needs Assessment
Promotion and outreach efforts are conducted to promote student awareness of services.	R-71 Employer Fair R-72 Campus Recruiting: Information from Employers
Establish referral system to and from career counseling.	See CAREER DEVELOPMENT Section "Defining the Relationship"
Develop standardized reporting procedures for employer contact by all school staff and establish coordination of record keeping procedures.	R-58 Employer Visitation Summary R-59 Record of Employer Contact
Schedule and begin regular visits to employers in cooperation with local school staff.	R-57 Employer Letter, Survey, and Request for Visit R-14 Publicity Through Employers Organizations
Conduct promotional efforts and special activities to identify placement opportunities.	R-60 Letter and Employer Job Notice Form R-61 Job Order: Multiple Copies R-62 Job Order With Referral Record

SUGGESTED SCHEDULE OF ACTIVITIES
CAREER ASSISTANCE & PLACEMENT SERVICES

ACTIVITY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	RESOURCES
Establish employer information file (data base) from manpower survey results, visitation reports, completed job orders, and related materials as a central resource for job development and for career development activities of school staff.					———	———	———	———	———	———	———	———	R-59 Record of Employer Contact R-91 Request for Additional Company Literature
Refer students to placement opportunities through placement office interview, job bulletins, recruitment visits, and other special activities.	———	———	———	———	———	———	———	———	———	———	———	———	R-63 Introduction/Referral Card R-68 Continuing Education: Transfer Procedures R-70 Continuing Education: Student Request for Information R-82 Student Notice of Job Opportunity R-79 Student Evaluation by Vocational Teacher R-80 Student Evaluation: Non-Confidential R-81 Student Evaluation: Waiver Included R-77 Credentials: Student Request to Send
Institute procedures for systematic follow-through on placement services: verify job referral outcome, update placement opportunity listings, follow-up students and graduates placed.				———	———	———	———	———	———	———	———	———	R-83 Student Notice to Contact Placement Office R-84 Active Placement Registrant Follow-Up R-85 Notice to Employer of Job Listing R-86 Follow-Up to Employer of Students Placed

SUGGESTED SCHEDULE OF ACTIVITIES
CAREER ASSISTANCE & PLACEMENT SERVICES

ACTIVITY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	RESOURCES
Cooperate with co-op/work experience supervisors for placement of students in these programs.			———	———	———	———	———	———	———	———	———		See COORDINATION Section "Staff Development for Cooperating School Staff"
Hold regular meetings of advisory committee.	———	———	———	———	———	———	———	———	———	———	———	———	See COORDINATION Section "Suggested Activities for Advisory Committee and Public Relations"
Implement career development services from plan													See CAREER DEVELOPMENT SERVICES Section
Conduct student competency-building activities in career planning and pre-employment preparation.			———	———	———	———	———	———	———	———	———	———	R-39 Pre-Employment Preparation: Performance Objectives R-37 Employability Skills R-40 Career Planning Course Outline
Build career development resources based on needs assessment and follow-up, in cooperation with local career development staff.					———	———	———	———	———	———	———	———	R-27 Selected Staff Resources: Career Information R-36 Veterans' Career Needs: Selected Resources R-35 Life/Career Planning Seminar for Women R-33 Special Needs Career Conference R-34 Minority Professional Program: A Joint Effort

SUGGESTED SCHEDULE OF ACTIVITIES
CAREER ASSISTANCE & PLACEMENT SERVICES

ACTIVITY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	RESOURCES
Implement follow-up and evaluation procedures from plan													
Institute procedures for using student and employer follow-up data for revision of curriculum based on data from previous follow-up.						———	———	———	———	———	———	———	See FOLLOW-UP AND EVALUATION Section "Suggested Activities for Evaluation" R-94 Former Student Career Survey
Conduct opinion/attitude survey of continuing students, faculty, parents, and employers toward career placement services.	———	———	———				———	———		———	———	———	R-98 Selected Follow-Up Items R-99 Five Year Follow-Up R-100 Employer/Supervisor Follow-Up R-102 Some Possibilities for Using Follow-Up Data

The areas of concern which are integrated throughout all components of the placement program can be summarized:

Staff Development for Placement Staff

Staff Development for Cooperating School Staff

- Counselors
- Co-op Supervisors

Organizing Community Resources

- Advisory Committee
- Public Relations

Labor Market Information System

It is principally through these areas that the comprehensive placement program needs to be integrated into the institution, building a partnership with faculty, administrators, and community members. Coordination efforts in these areas should be planned to ensure the fullest contribution of individuals to placement services, while minimizing the time they must spend in routine mechanics of placement.

STAFF DEVELOPMENT FOR PLACEMENT STAFF

For the placement coordinator to function effectively as an agent of change for career placement in the school s/he will need to become an "expert" in many areas. The following are recommended qualifications for a placement coordinator. These may be used in identifying professional development needs for the placement staff.

- Understanding of educational programs and services of the school
- Competency in working with students and adults
- Understanding of personnel management and employment legislation
- Understanding of career counseling practices and resources
- Resourcefulness in planning and carrying out placement program
- Understanding of labor market economics and occupations

Resources

See COORDINATION Section "Suggested Activities for Staff Development"
R-6 Some Organizations Relevant to Career Placement
R-92 Glossary of Employment Terms

STAFF DEVELOPMENT FOR COOPERATING SCHOOL STAFF

At any school, there will undoubtedly be individuals who are actively involved, perhaps on their own initiative, in various placement efforts. These efforts may range from posting occasional job orders to suggesting potential employers, or helping students prepare for interviews. Building a partnership with these persons may be difficult to achieve without "stepping on toes". The approach by placement staff should seek opportunities for cooperation which enhance rather than replace these efforts, so that all services to students are more effective.

The types of school staff to be considered in establishing cooperating relationships will vary considerably between individual school systems. In this section we have restricted discussion to the two groups whose regular duties are most closely related to the placement program, counselors and co-op supervisors. However, it should be emphasized that

one of the first objectives of a placement program should be identification of key groups and individuals who are involved with formal or informal placement and career assistance services at a particular school.

COUNSELORS

It is through a mutual concern for student development that counseling and placement staffs are fundamentally united in purpose. The objectives of placement services in preparing students for employment and assisting students to reach career goals may cause concern that a placement program is attempting to intrude into the counseling realm of the career guidance program.

The hazy distinctions between usage of such terms as career planning and career counseling by both types of staff adds to the confusion. To avoid duplication of efforts and to maximize effectiveness of both staff groups requires clear designation of separate responsibilities and active cooperation in closely-related responsibilities.

Coordination of career development activities between placement services and the counseling department may require collaboration strategies for the following issues:

- Clarification of placement responsibilities for career development services
- Cooperation in assessment of student career needs
- Coordination of career resources
- Cooperation in planning for career needs of special groups
- Establishment of a clear referral process between placement and counseling
- Cooperation in procedures for maintaining student data

CO-OP SUPERVISORS

Co-op/work experience staff may be involved in activities very similar to those of the placement coordinator for job development, placement, and follow-through activities. Both programs hinge on continued good relationships with community employers. In schools with no formal placement programs, the co-op supervisor is probably already active in placing graduates and non-co-op students through employer contacts.

The benefits of the coordination of related activities between these two types of programs are many. For example, by sharing information about employers and job openings, each program gains wider coverage of the labor market. Also, by presenting a well-defined program to employers, staff of the coordinated programs build credibility for all school services.

An early objective of the placement program should be to develop lines of communication with all local co-op work experience programs. Other objectives directed toward coordination might include:

- Obtain accurate information on all school work experience programs so effective referral of students and employers to these programs can be made. These could include:

  Program title and purpose

  Name and location of supervisor

  Student eligibility criteria

  Pay, work location, or related study requirements

  Length of program

  Academic credit granted

  Enrollment limits

- Sharing forms for recording job openings and student data
- Establish the placement center as the clearinghouse for incoming calls regarding job or training opportunities

Resources

See COORDINATION Section "Suggested Activities for Staff Development

SUGGESTED ACTIVITIES

FOR STAFF DEVELOPMENT

ACTIVITY	RESOURCES
1. Become informed on sources of career information available and how to use them.	R-27 Selected Staff Resources: Career Information
2. Become informed about and participate in appropriate professional organizations.	R-6 Some Organizations Relevant to Career Placement
3. Form a group of staff from other schools in the area and meet to discuss ideas and share thoughts on issues, policies, activities.	R-19 Area Cooperation for Promotion R-92 Glossary of Employment Terms
4. Keep faculty, staff, and administrators informed of placement service purpose and activities. Clearly explain policy and procedures.	R-7 Faculty Notice Introducing Placement R-8 CAPS Policy Statement; Faculty Memo
5. Publish a newsletter for dissemination to counselors, co-op supervisors, and other interested staff and employers.	R-9 Placement Service Newsletter
6. Conduct a tour or open house in placement office for staff (including office workers) from each department. Make sure everyone knows how to channel students and calls to the office.	
7. Develop resources and procedures to provide needed services to faculty. These might include: • Classroom presentations on (1)use of placement services; (2)credentials service; (3)how to get a job; (4)how to keep a job. • Provide teachers with outlines and/or resource materials for pre-employment preparation. • In-class visits by placement staff can free teachers to visit community employers. • Provide format and central file for reporting employer visits by all school staff. • Send copies of job orders • Arrange mock interview sessions for students with employers	

SUGGESTED ACTIVITIES

ACTIVITY	RESOURCES
8. Conduct an in-service day with placement and cooperating school staff and advisory committee members. Plan activities to clearly define philosophy and policies of the program, standardize use of forms, clarify referral procedures. Resource people from business and industry might be called upon to assist.	R-10 In-Service Career Workshop R-11 In-Service Career Workshop
9. Develop a volunteer action center to provide students with opportunity to experience helping others. Many hospitals, day camps, and civic organizations provide work experience settings for volunteers.	See Activities 10 and 11 in this section for suggestions on locating potential volunteer settings.
10. Plan or participate in a community resources workshop for area placement and career development staff.	How to Plan a Community Resources Workshop: A Handbook (1975). National Assn. for Industry-Education Cooperation 235 Hendricks Blvd. Buffalo, N.Y. 14226 Price: $2.00 R-22 Community Resources Workshop
11. Conduct a survey of community employers. It should identify the person to contact for specific services and further information. Data can be obtained through mail and updated by systematic visits made by school staff. Depending on local facilities, directory data might be: • Computerized • Compiled and published • Gradually accumulated through reports of staff visits.	R-55 Employer Survey with Return Mailer R-56 Employer Survey and Promotion for Area Schools R-57 Employer Letter, Survey, and Request for Visit
12. With cooperation of staff from local school(s) and advisory committee, compile and publish a community resources directory. It may emphasize area business offering supportive services to the school.	R-23 Community Resources Directory: Career Information

ORGANIZING COMMUNITY RESOURCES

ADVISORY COMMITTEE

The purpose of an advisory committee is to promote communication and collaboration between the employment community and the school. The active involvement of community personnel demonstrates commitment of the institution to relevant community needs in creating relevant programs for students.

Some of the functions of the career placement advisory committee are:

- Assist in planning, implementation, and evaluation of the placement program
- Provide direction for the assessment of community needs through formal and informal activities
- Assist in public relations by interpreting school programs to the community and facilitating employer contact with the placement staff
- Assist to develop career opportunities for students

Some of the specific activities in which the advisory committee might collaborate with the placement program include:

- Assist in development of a community resources directory
- Provide opportunities for employment of placement staff in summer internship program in industry
- Assist in pre-employment preparation of students through audiovisual or live job interview demonstrations
- If the school has several existing occupational advisory committees, the placement committee may provide liaison with them through shared memberships or development of a coordinating council
- Conduct seminars for students, placement staff, and businessmen

In selecting members, the placement coordinator should maintain committee membership. Twelve is often recommended as an effective number. Employer membership should represent a cross-section of occupations as well as size and type of businesses. Representatives from community and industry organizations should be considered. Ability, interest, and willingness to serve are characteristics needed in committee members. Other members, or non-voting resource persons, might be selected from the following type of representatives:

- School board members
- School administrators
- Co-op supervisors
- Students
- Parents

Resources

See COORDINATION Section "Suggested Activities for Advisory Committee and Public Relations

R-12 If You Want Me to Serve on a School Advisory Committee...

"A Guide for Planning, Organizing, and Utilizing Advisory Councils." Division of Adult, Vocational and Technical Education. Illinois Office of Education.

PUBLIC RELATIONS

In order to promote and increase the effectiveness of the overall placement program, the placement coordinator must develop good public relations with those its services are designed to serve:

- Students
- Employers
- School adminstration and faculty

Identification of all available media is a good start to developing a strong public relations effort. These provide good opportunities to share news releases on special placement events (job fairs, career days), the importance of responding to a specific employer or student survey, the results of a follow-up survey, a successful job development effort, talks given to community organizations, or perhaps a student placement "success story." Releases can be used both to publicize future events and gain recognition for recent activities. Names, phone numbers, and requirements of the following sources should be part of the coordinator's files:

- School newspapers
- Local newspapers
- Radio stations
- Televison stations
- Community associations
- Local printing and graphics services

Other public relations approaches which might be considered include:

- Brochures for students
- Brochures for employers (these might be distributed by community organizations in mailings to members)
- Bulletin board
- Presentations to industrial associations
- Frequent flyers or a newletter
- Program coverage in school catalog, administrative newsletter, or other publications circulated in the school district.

Resources

See COORDINATION Section "Suggested Activities for Advisory Committee and Public Relations"

SUGGESTED ACTIVITIES

FOR ADVISORY COMMITTEE & PUBLIC RELATIONS

ACTIVITY	RESOURCES
1. The committee may develop a plan or position paper on the placement program and present it to the school board.	R-5 Suggested Outline for Placement Program Plan
2. Help identify the kinds of records and procedures needed for accountability of the placement office.	R-87 Daily Placement Activity Record R-88 Weekly Placement Activity Record R-90 Records: Placements and Withdrawals
3. Help the placement office develop a schedule of recruiting and Career development events to allow maximum employer participation.	R-71 Employer Fair R-72 Campus Recruiting: Information from Employers R-73 Business Recruiter Interviewer Schedule R-74 Campus Recruiting: Information to Employers
4. Conduct a community goal setting conference. Invite a large cross-section of community members, faculty, parents, and students. This may be an advisory committee-sponsored activity.	
5. Review and revise employment-related materials for student use (e.g. sample resumes, tips on how to get a job).	R-42 Pre-Employment Kit for Students R-43 Resume Outline R-46 Your First Pay
6. Participate in planning and conducting career development activities (e.g. job clinics, job survival skills seminars, mock interviews).	See CAREER DEVELOPMENT Section "Pre-Employment Preparation"
7. Review evaluations and feedback from special events and recommend changes or new activities.	R-94 Student Evaluation of Job Skills Session R-95 Employer Evaluation of Career Day

ACTIVITY	RESOURCES
8. With the assistance of advisory committee, develop a summer internship program in industry for placement and other interested school staff. This can provide in-depth exposure to a variety of job skills. On-the-scene exposure to employee situations will provide a kind of experience usually lacking in college courses leading to counseling certification.	National Association for Industry-Education Cooperation 235 Hendricks Boulevard Buffalo, New York 14226
9. Recognize efforts of individuals and organizations who provide placement opportunities or special services to the placement program.	R-13 Recognition of Employer Contribution
10. Be cognizant of needs of employers in conducting visits, scheduling activities, developing forms.	R-54 Employer Recommendations
11. Take advantage of employer organizations to reach their members. Local Chamber of Commerce, or other trade associations may provide such services as: • Mailing promotional materials and surveys to members • Furnishing directories of their members • Recruiting members to assist the school in offering pre-employment activities	R-14 Publicity through Employer Organizations
12. All aspects of the placement program can benefit from cooperation with members of the employment community. To win friends, placement staff should take every opportunity to keep the staff and the program visible: lunching where businessmen often eat, and joining or giving presentations to civic groups	

LABOR MARKET INFORMATION SYSTEM

In the past, the lack of labor market information at local levels was not a matter of great concern. However, the combined effect of rising unemployment and the advent of federal requirements for the placement of students (in occupations related to their training) has forced educators to view such information in a different perspective.

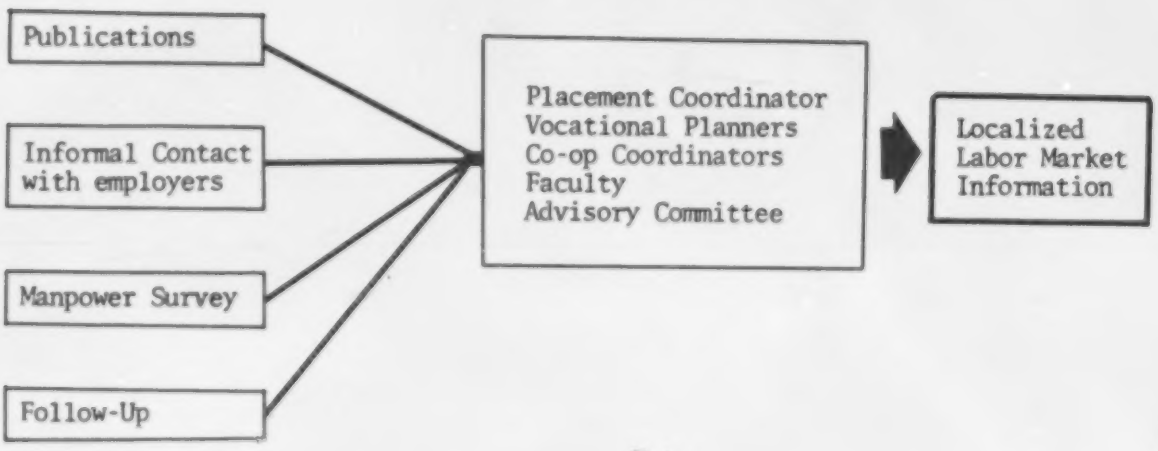
THE NEED FOR REALISTIC INFORMATION

Today, educators must recognize the need for labor market information from several sources. Students need this information to select their career fields and, therefore, their educational majors. In order to make intelligent career selections, students must have information about the future demand for different occupations. Secondly, placement coordinators should be able to identify occupational areas which will require greater efforts for job development. Thirdly, employers have stated a need to identify areas where supply is not commensurate with demand, in order to increase or decrease recruiting efforts in an occupational area or to provide for retraining or advanced training to meet changing demand. Finally, educators need to know future labor market information so that they can provide new program or expand existing programs in areas of increased demand.

The responsibility of who provides labor market information will depend on each individual school. A school should first, however, assess who, if anyone, is providing labor market information already.

This will usually be the individual responsible for writing the local one-and five year plan for vocational education. At any rate, care should be taken to avoid duplication of efforts and to encourage cooperation and better coordination between existing suppliers of this information and the placement office.

Once the labor market information is collected or gathered, it must be analyzed and interpreted in a clear and understandable fashion. Furthermore, this information should be presented in a style which does not resemble the typical statistical report. Finally, this information should be made accessible to the people who need it: students, counselors, instructors, advisory committees, etc. This could be accomplished by distributing pamphlets or bulletins about the school campus, by presenting this information in classes, by mailing it to requesting community members, by publishing it in the school catalog or handbook, or by putting it in the job bulletin.



81

SOURCES OF LABOR MARKET INFORMATION

- National
- State
- Local

Because school districts do not exist in a vacuum, every school should have a broad over-all look at occupational demand across the country. The best source of such information is published by the U. S. Department of Labor, Bureau of Labor Statistics. Some of the more useful sources from the B.L.S. are the Occupational Outlook Handbook, Tomorrow's Manpower Needs, Monthly Labor Review, Manpower, and the Occupational Outlook Handbook in Brief. Knowing the nation-wide demand for a specific job will help also to increase the accuracy of local labor projections. For example, if a large demand for welders is needed in the State of Illinois, but the nation has a great surplus of welders on the whole, the picture could be distorted. In this case, we would probably find that Illinois students in welding technology, even though demand appeared to be high upon enrollment, might experience great difficulty in finding employment upon graduation because of the migration of experienced welders to Illinois from other states.

State-wide information on occupational projections for Illinois is available from the Illinois Bureau of Employment Security, Research and Analysis Division. The unpublished report entitled "Occupational Projections for Illinois 1970-1980" contains projections for 1970, 1975, 1976, 1980, the change in number of positions, and the percentage change in the number of openings from 1970-1980; these are further

broken down into the number of openings due to replacement.

Obtaining truly localized labor market information has usually been a very difficult task. Most schools will attempt to obtain local information on job growth or decline rates from the employers themselves. Unfortunately, employers are rarely certain about their long term hiring capability because of the dynamic nature of business. Not only do employers find it difficult to access their labor needs for periods over six months, but they also do not have the time to spend in constantly answering questions and questionnaires by employment agencies, school placement offices, the state employment service, etc. Since this information is still needed, another way must be provided to obtain it. Using the data from the yearly student follow-up, such a method of obtaining local labor market information is available.

Resources

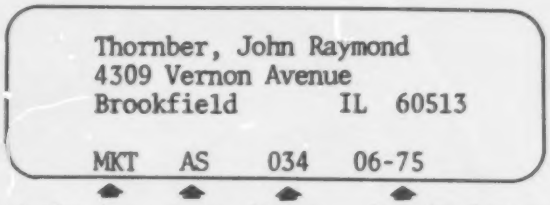
R-20 How to Order Government Publications

R-21 Useful Publications: Labor Market

OBTAINING USEFUL LOCAL INFORMATION

To provide an example of how this might be done, the information produced by the "Former Student Career Survey" (R-97 will be used. This Community College follow-up survey was designed to be distributed to all career education and university transfer graduates and withdrawals (a similar form could be devised for high school graduates).

The mailing labels attached to the survey contain coded information of the student's college major and completion or withdrawal date. An example of such a label is given below.



In order to give a more accurate appraisal of how successful graduates will be a getting jobs, withdrawals should be eliminated from our figures because they technically do not possess the skills and the background of a graduate. Therefore, to include them in the employment figures along with graduates would provide misleading information as to what the chances for employment are for graduates. One exception to this rule is the withdrawal who has left school to take a job related to his training because he had already obtained enough skills and background to successfully perform the job. Whether or not this is the case can be determined by checking the "found employment" category of question 2 below and then checking question 1 to see if letters A or B has been checked. The questions below are taken directly from the "Former Student Career Survey" and are most useful for our purposes here.

The student completes the survey, leaving the label attached, and then mails it in a stamped envelope provided by the school. When the surveys are returned, they can be categorized according to college major and appropriate information from the survey recorded.

1. SINCE ATTENDING TRITON COLLEGE, WHAT IS YOUR CURRENT EMPLOYMENT STATUS? *(Check only one)*

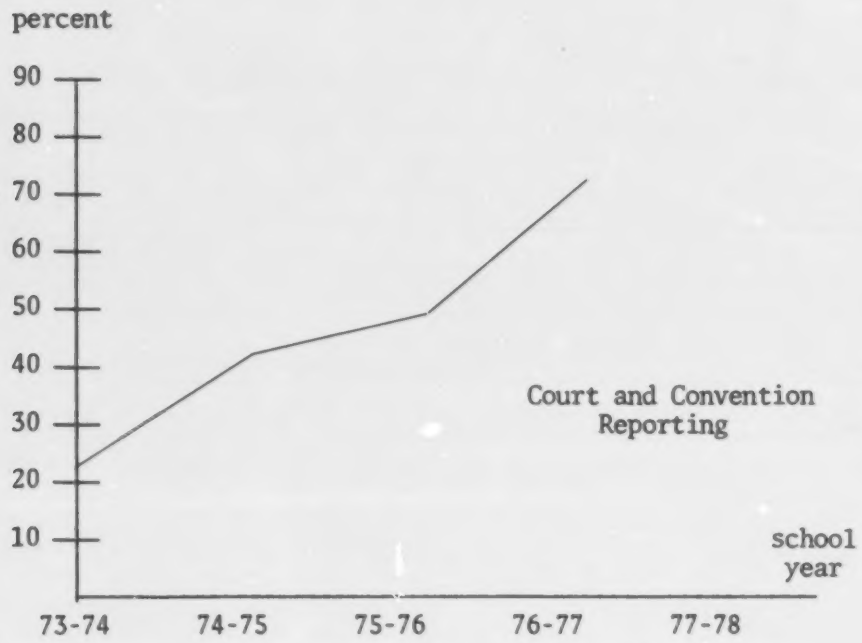
A Working full-time in an occupation directly related to my college program. *(Directly related refers to the specific occupational category for which your program was designed to provide training)*
B Working full-time in an occupation closely related to my college program. *(Check only if the skills you have used from this course are essential for satisfactory performance of the "closely related" job)*
C Working full-time in an area different from my college training.
D Working part-time. *(less than 30 hours/week)*
E Not employed but looking for a job.
F Not employed and uncertain about the type of job for which I should apply.
G Not available for employment.
H Other *(please explain)*

2. IF YOU WITHDREW OR LEFT THE COLLEGE BEFORE COMPLETING CERTIFICATE OR DEGREE REQUIREMENTS, PLEASE INDICATE THE REASONS: *(Check as many as apply)*

A Found employment
B Family problems
C Travel
D Financial problems
E Marriage
F Illness
G School schedule
H Completed enough courses to meet own objectives
I Program quality
J Instructor quality
K Entered military service
L Other *(specify)* _____

As an example, let us select one college major, court and convention reporting. In our 1973-74 follow-up survey let us assume that we have obtained information from 100 graduates of which 20 students are working full-time in an occupation directly or closely related to their college program and 10 are not available for employment. Subtracting the students not available for employment we end up with 90. The basis for providing local labor information is now available by comparing the number of students employed in a closely related or directly related position (20), with the total number of

students available for employment (90). This information can be plotted on a graph or recorded in a similar way over a period of years. If 60 out of 125 students available for employment were employed in a related field in the 74-75 school year, and 59 out of 140 in 75-76 and 110 of 150 in 76-77, we have the basis for identifying trends in employment in the occupation of court reporting by computing the percentages of students employed in related occupational areas.



Percentage of Students Obtaining Employment Related to Their Training

This method provides information which is very practical to students who are exploring different occupational areas. It addresses itself to the actual local labor situation and to the successes of students of the curriculum in finding jobs in the occupational area

for which they have trained. Yearly, new information would be available through the annual student follow-up and a continuous monitor of the student-job situation would be provided.

Additional information on demand could be available through a manpower survey. A manpower survey identifies what kinds and numbers of jobs a company has at present; it does not ask the employer to project his labor needs into the distant future. By obtaining the past turnover and replacement rate of the company, simple multiplication can then provide the numbers of yearly openings in each occupation in the company due to retirements, illnesses, deaths, etc.*

It seems contradictory to say that employers are too busy to fill out questionnaires and yet can find time to participate in a manpower survey. The solution actually is to decrease the total time that they spend on providing this information. This can be accomplished in three ways:

- Avoid duplication of effort within the school; other departments besides placement may be already collecting this information. (e.g. Institutional Research
- Several schools can cooperate on one questionnaire rather than individually taking up an employer's time.
- Especially for smaller companies, work through trade associations which may have information on its employer members through membership applications or a member survey.

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* With an occupational breakdown, a manpower planner can also assess the types of new jobs that will be available if a definite expansion is expected. For example, if a company presently has 20 secretaries and is expecting 20% growth or expansion in the next year, 4 new secretaries should be needed. (20% x 20 = 4 new secretaries). This type of information together with replacement rates can reveal total labor needs for the company (Young, 1973). Growth + Replacements = Annual Openings

The science of projecting manpower needs is not without its faults. For example, the Bureau of Labor Statistics makes certain assumptions in projecting labor supply and demand (Ex. 4% unemployment). If actual conditions vary from any of these assumptions, labor projections will be correspondingly thrown off. As a matter of fact, absolute perfection in labor force projections is probably impossible because of uncontrollable and unpredictable factors such as wars and natural disasters.

Despite the many inherent problems in labor forecasting, such information is vital to students, counselors, employers, and school administrators in planning and decision-making. Using the student follow-up and the manpower survey, supplemented by the BLS publications, the vocational planner, counselor, research director, or administrator can help to satisfy this important need for labor market information.

Resources

Beveridge and others: Manpower Needs: A Manual for Vocational Planning (October 1974)
See COORDINATION Section "Suggested Activities for Labor Market Information"
R-24 The Dynamics of Labor Market Forecasting

SUGGESTED ACTIVITIES

FOR LABOR MARKET INFORMATION

ACTIVITY	RESOURCES
1. Become informed on sources of labor market information available and how to obtain and use them.	R-20 How to Order Government Publications R-21 Useful Publications: Labor Market
2. Plan placement program materials to facilitate gathering and use of related data from manpower survey, employer visits, follow-up.	See COORDINATION Section "Labor Market Information System"
3. Conduct a survey of community employers. It should identify the person to contact for specific services and further information. Data can be obtained through mail survey and updated by systematic visits by school staff. Depending on local facilities, directory data might be: • Computerized • Compiled and published • Gradually accumulated through reports of personal visits by staff individuals or teams	R-55 Employer Survey with Return Mailer R-56 Employer Survey and Promotion for Area Schools R-57 Employer Letter, Survey, and Request for Visit
4. Follow-up studies of past graduates offer good information regarding the actual employment region (or most popular colleges) for your school. Possible uses include: • Use pins on an area map to represent the jobs or present colleges reported by each graduate. Concentrations of pins in specific areas can identify target areas for job development or college relations efforts. • A list of employers or colleges with job titles or current majors of graduates can be useful to students and faculty in career education efforts.	R-94 Former Student Career Survey R-101 Sample Use of Follow-Up

SOME ORGANIZATIONS RELEVANT TO CAREER PLACEMENT

1. Placement association of Community Colleges and Employers of Illinois (PACCE)

   Tom Dolliger, PACCE Treasurer
   Kankakee Community College
   Box 888
   Kankakee, Illinois 60901

   Membership: $10.00 a year

   An emerging association aimed at furthering communication and cooperation between community college placement offices and Illinois business/industry. Associate membership available to high school placement representatives. Activities: bimonthly newsletter, directory of college member services, planned employer membership directory, annual meeting.

2. American Vocational Association (AVA)
   1510 H Street, N.W.
   Washington D.C. 20005

   or

   Raymond A. Wasil, Chairman
   AVA Placement & Follow-up Interest Group
   c/o Ohio Dept. of Education
   65 South Front Street
   Columbus, Ohio 43215

   The Guidance Division has recently formed a Placement and Follow-Up Interest Group. Plans call for a national interest group newsletter and increased placement program presentations at National AVA conventions. American Vocational Journal, Published by AVA often carries relevant articles.

3. National Association for Industry-Education Cooperation (NAIEC)

   June McSwain, NAIEC Treasurer
   c/o American Forest Institute
   1619 Massachusetts Avenue, N.W.
   Washington D.C. 20030

   Membership: $15.00 individual
   $75.00 institutional

   A new division has been formed: Placement/Follow-Up/Career Education. NAIEC is built on local or regional industry-education councils aimed at facilitating career education at all levels. Newsletter, annual meetings, publications on community resources for education.

4. Midwest College Placement Association (MCPA)
   666 Kenneth Street
   St. Paul, Minnesota 55116

   Membership: $30.00 a year

   Activities include a newletter, workshops for placement personnel, and two annual meetings. While most members are 4-year college placement people and corporate recruiters from industry, there is now an interest group on community colleges.

CAPS • Resource

FACULTY NOTICE INTRODUCING PLACEMENT

April 1, 1976

Joliet Township High Schools

CAPS
Career Assistance Placement Service

We're in the process of improving and collaborating our existent placement services into a more sophisticated service.

We will not be doing large scale placement nor will we be replacing anyone or any existent services.

Our Placement Service will be made available with existing personnel and/or existing grants.

Our services will not only be centered around job placement but also Career and College Information, Loans and Scholarships, Military Information, Job Outlook.

We will be channeling much of our service through the Careers Resource Center, Room 141.

If you have any questions feel free to call or visit either myself (Room 284) or Carolyn Cattron (Room 141).

Anna Ernst
Placement Coordinator
CAPS

AE/mu

Source: Joliet Township High Schools
Joliet, Illinois

CAPS POLICY STATEMENT: FACULTY MEMO

CAPS-Career Assistance Placement Service Policy Statements

1. Incoming calls from employer to Rose Judge, 727-6861. Job order taken and placed on job listing bulletin.

2. All job listing information (including address and phone number of employer) will be distributed to the three placement people, Carolyn Cattron, Central, Bill McCarl, East, and David Jaeger, West via the 9:30 a.m. inter-school mail.

   Job listing information will be available to concerned staff members before posting for students. Job listings for students will be posted at 1:00 p.m. on the day they are published.

   A student must be registered with the placement people in order to receive job listing information.

3. In order that students be sent for full-time employment interviews, they must be a graduating senior that current school year.

4. The following two types of listings will be used:

   OPEN LISTING — All information about jobs will be posted to students and might include such jobs as:

   Baby-sitting
   Raking leaves
   Odd jobs

   CLOSED LISTING — Some screening and referral of students will be done. Complete information will not be posted. May be done for us by requests from employers such as: number of students wanted, geographical location, etc.

   EXAMPLES: Student who can speak Spanish for salesclerk.

   Drafting background, shorthand ability

ANNA ERNST,
PLACEMENT COORDINATOR

Source: Joliet Township High Schools
Joliet, Illinois

EXTRA...

the latest news from - student placement service

flint community schools · 923 east kearsley street · flint, michigan 48502 · 238-1631 ext. 655

May 27, 1974

Student Survey

A questionnaire completed by 7,100 Flint high school students in October of 1973 provides insight for counselors and others concerned about student career decisions.

Plan to attend some form of Training after High School	61%
Plan to attend a four year college	34%
Plan to attend a two year college	20%
Plan to attend a trade or technical school	7%
Plan to enter the military service	6%
Plan to seek employment after high school graduation	36%
Interested in Part-time work while still in high school	65%
Interested in working summers	52%

It is estimated that no more than 20% of the jobs in the 1980's will require a four year college degree. Based on our survey, it would appear that student aspirations are not too far out of line with federal predictions.

Flint Area Employment Market

Unemployment for young people ages 16 to 22 is usually estimated at from 3 to 4 times the regular unemployment rate. In Flint, based on an unemployment rate of 15%, that means approximately 53% of our graduating seniors will be unable to find work in the Flint area. Despite this prediction, a survey of Flint seniors indicated that fewer than 20% are willing to leave the area in search of their first job.

Student Placement - Job Bank Program

The Student Placement Service has agreed with the Flint office of the Michigan Employment Security Commission to participate in their Job Bank Program. Using a microfiche reader we will be able to review, on a daily basis, jobs available throughout the state. Graduates who qualify will be referred to MESC for statewide placement assistance.

Summer Jobs Available

Pickles grow whether or not cars sell. Valasic Foods Inc. of Imlay City plans to hire 200 students who are willing to work the full summer. A Valasic representative will visit each high school to explain what the job involves. Students who are sixteen or older and can arrange their own transportation should check with their high school placement officer for more details.

Source: Student Placement Service
Flint, Michigan 48502

R10

A MODEL CAREER RESOURCE CENTER
and PLACEMENT WORKSHOP

for
Participants

Secondary School Counselors
Two and Four Year College Counselors
Placement Directors

Thursday, May 3 - Atlantic Community College - Student Center

9:00 - 9:30	Registration - Coffee Hour
9:30 - 9:40	Greetings - Dr. Lawrence R. Winchell, Jr. President, Atlantic Community College
9:40 - 9:50	Overview of the Workshop Program Norman Shamberg, Coordinator of Career Placement Atlantic Community College
9:50 - 10:45	Keynote Address Jack Javens, Career Resource Specialist Delaware County College, Media, Pa.
10:45 - 12:00	Panel - Directors and Coordinators of Career Centers and Counseling of Two Year Colleges Topics -Career Centers, Counseling, Education and Placement Where Are We and Where Are We Going? Moderator - Wallace Kaenzig, Dean of Students Atlantic Community College Participants

	Dr. Linda Oxman	Director of Career Counseling Brookdale Community College
	Ms. Joanne Harrison	Student Development Specialist Burlington County College
	William Kaskow	Coordinator Vocational Guidance N.J. State Dept. of Education
	William Poulson	Placement Counselor Atlantic Community College

12:00 - 12:30	Visit Atlantic Community Career Center
12:30 - 1:15	Luncheon - Buffet in Theatre
1:30 - 2:30	Panel - Four Year College Career Centers

	William H. Gutman	Director of Career Services Temple University
	Peter Jacobus	Director Career Center University of Pennsylvania

(over)

COPY AVAILABLE

2:45 - 4:00	Representatives from Business and Industry will react to the need for Career Centers and Education in Secondary and higher education institutions.		
	Moderator - Raymond Kienzle		Coordinator of Career Education Atlantic & Cape May Counties
	Participants-		
		Paul T. Wolcott	Personnel Administrator Atlantic City Electric Co.
		William J. Kelly	Personnel Director Atlantic City Hospital
		Orin Cafferty	Coordinator Hospitality Management Course Atlantic Community College
		Pat Proctor	Vice-President, Dunn & Bradstreet New York City
		Stanley Fink	Information Director U.S. Dept. of H.E.W. on loan to Atlantic County Area Vocational School
4:30 - 5:30	Check in Stockton State College		
6:15 - 7:00	Cocktail Hour - Smithville Inn (dutch treat)		
7:00 - 8:30	Dinner		
8:30 - 9:15	Speaker -	Mr. Bernard Novick	President-Elect N.J. Personnel & Guidance Assn.

Friday, May 4 - Stockton College

7:30 - 8:30	Breakfast at Stockton Cafeteria	
9:00 - 9:30	Tour Stockton College	
9:30 -	Greetings - Dr. Richard Bjork -	President of Stockton State College
9:30 - 10:30	Small Group meetings - Secondary Schools, Two and Four Year Colleges	
10:30 - 11:45	Herbert Bienstock, Regional Director Middle Atlantic States U.S. Dept. of Labor, Bureau of Labor Statistics, New York City "Present and Future - The World of Work".	
11:45 - 12:00	Brief summary of the Seminar	

Source: Atlantic Community College
Mays Landing, New Jersey

IN SERVICE CAREER WORKSHOP

DOWNERS GROVE COMMUNITY

HIGH SCHOOL SOUTH

presents

OPPORTUNITIES IN THE

LATE 70's

CAREER WORKSHOP

FEBRUARY 25, 1976

AUDITORIUM – 7:30 P.M.

Panel Moderator . . . . . Dr. Robert E. Naumann, Principal

Participants from Business and Industry

Overview of Careers in the 70's . . . . . Mr. John Mellott, Assistant Regional Director of Information, Department of Labor

Retailing in the 70's . . . . . Mr. Dennis Ewasiuk, Manager of Carson, Pirie, Scott and Co.

Manufacturing Industry in the 70's . . . . . Mr. John Wandell, Director of Employee Relations, Wesco

Service Industries in the 70's . . . . . Mr. Morris Franzino, Vice-President Personnel, Servicemaster

Participants from School Services

School Services:

Mr. Fred W. Kirsch, Career Counselor

Topic: Career Guidance

. . . . . .

Mr. Henry Cobb, Coordinator of Dupage Area Vocational School

Topic: "Vocational School Services"

. . . . . .

Mr. Sam Moscato – Work Experience Coordinator Downers Grove Community High School South

Small interest groups – meetings

REFERENCES – MATERIALS

1. "Occupational Outlook Handbook 1974-75"
   Department of Labor
2. "A Handbook for Career Guidance Counselors – 1974"
   Division of Vocational and Technical Education
3. "World of Work" – Grady Kimbrell and Ben S. Vineyard
   1970 – McKnight Publishers
4. "Career Exploration and Planning" – Bruce Shertzer 1973
   Houghton Mifflin Co.
5. "Career Guidance for a New Age" – Henry Borow Houghton
   1973

Source: Downers Grove Community High School
Downers Grove, Ill.

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IF YOU WANT ME TO SERVE ON A SCHOOL ADVISORY COMMITTEE

NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

NEWS from NACVE

SPECIAL EDITION

James Rhodes, Chairman — July 1974 — Calvin Dellefield, Executive Direc.

This special edition of News from NACVE is devoted to the following article which Samuel K. Burt, a consultant to the National Advisory Council, wrote as an open letter and presented on June 11th at the annual conference held jointly by Maryland's State Advisory Council and the Division of Vocational-Technical Education. Written as a businessman's reply to an invitation to serve on a school advisory committee, the letter tells the educational community what to expect from a businessman and what a businessman expects from the educational community

IF YOU WANT ME TO SERVE ON A SCHOOL ADVISORY COMMITTEE

Mr. Educator:

I am pleased you have asked me to serve as an industry member of an advisory committee to our school system. I shall be delighted to accept your invitation—if you can assure me that I will be involved in an activity which is going to make some worthwhile and important contribution to the education of our youth. I want to be proud enough of this committee's work so that I may brag a little to my family, friends and associates that I was selected to participate—as you, yourself, stated—"because of my reputation as an outstanding member" of the field in which I am earning my living, "as well as for my interest in and understanding of the field of education."

To support my feelings about the importance of my service, I would like to have a letter appointing me on the committee signed by the highest possible school official. The letter should include some biographical information on the chairman and other members of the committee and also tell me exactly what is expected of me as a committee member in the way of advice, assistance, cooperation, money and time. Please note that if you tell me the committee will meet only two or three times a year, I will know that we really aren't going to do anything worthwhile!

On the other hand, if you seriously want help from the committee to improve our educational system, I need to be sure that I will be provided, initially and on a continuing basis, with information concerning educational developments within the school system, as well as at the state and national levels; be invited occationally to attend local, state and national conventions of educators (you will be surprised by how many I will attend at my own or my company's expense); and that I will oc-

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SUITE 852 · 425 13TH STREET, N.W. WASHINGTON, D C 20004

63A DC 75-730

(over

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casionally receive a special invitation to attend a school function, a board of education meeting, a state board meeting. I would also like to be kept informed of special studies affecting the educational program of my school system, and if possible, receive copies.

In effect, what I am saying is that if you want me to advise you, I will feel much more comfortable if I know something about you and your environment. And while I am learning, hopefully I am becoming identified with you, the school, and the problems of the educational system. If you can get me to this point you can be assured of my active participation in the school program and on the committee. And beyond offering advice, I will actually cooperate with you to help you achieve your program goals.

How? In every way possible! I would be glad to help raise money for a scholarship fund; to help obtain needed school equipment on loan, as a gift, at special discount; to contribute expendable supplies, instructional and guidance materials; to provide work/study experiences; to employ graduates, to help counsel students; to assist teachers in enriching and expanding their instructional activities; and other services you may request. You name it! What I am really asking is that you, the professional educator, provide me, the interested layman, with counsel and leadership for my committee responsibilities.

I know there will be times when you will ask the committee for something you consider important that for some good reason we will not be able to provide. But we won't just be negative when this happens. We will tell you our problem and try to work things out with you. In the process, we will both learn more about industry and education, and together prove that industry-education cooperation can be a viable way of life for citizens and school people.

Sometimes I might want to do too much and try to get involved in administration. If I do, just point out that the best way I can help you is to give you advice and cooperation and leave the details of day-by-day school operations to you. In reality, I don't even have time to handle all my OWN day-to-day administrative problems, much less yours! But remember—as businessmen, we committee members are problem oriented and if you tell us about your problems we can help you with them, even if it takes time from our personal or business affairs. After all, we expected to spend time with you when we accepted service on the committee.

I would like to be welcomed in the schools as a friend and supporter—not seen as a meddlesome interloper. Naturally there are certain school regulations which I should observe when visiting, and you should make them clear to me. But if I occasionally drop in for a visit, give me a few minutes of your time. Your courtesy will be well repaid. I wouldn't come if I weren't interested!

I would like to know what other schools and school systems are doing about the problems you present to my committee. I want to feel there is some linkage between our school system and others in the area. I would like to know what the private schools are doing and what MDTA educational and training programs are available in the community. I want to understand the relationships which exist between these programs, the State Employment Service, "war-on-poverty" programs, correctional institution training programs and any others that will be providing manpower for industry. I want to know the whole picture, and even get a chance to visit these other educational programs. Perhaps our advisory committees ought to meet together once or twice a year. I want to know about these other programs so that I will not have the nagging feeling that I am being "used" to support one program in opposition to another. I want to feel that I am helping to improve "MY" school's contribution to the total community effort—as

If you want me to serve . .

a taxpayer, as an employer and as an interested citizen concerned with and involved in improving educational and manpower development programs in my community.

I would like to meet, more than on a token once-a-year basis, with the students in the school or program my committee was organized to serve. I want the students to know my committee exists. In the final analysis, our efforts are supposed to be directed at improving the education and training of students. I want them to tell me to what extent we are succeeding. As a matter of fact, I would like to have each graduating class elect one of its members to serve as an ex-officio member on our committee to tell us, in the first year after graduating, how relevant school really is in terms of real jobs.

I would like some expression of appreciation for my volunteered services and contributions. If this committee is as important as you tell me it is, give it and its members some concrete form of recognition. For example, if I donate a piece of equipment, put my nameplate on it. Send me a framed certificate of appreciation for my services. Hold a special annual event to recognize the services of all advisory committee members. Include our names in the school catalog and annual reports. We all like to see our names in print! Besides, when prospective students, their parents and others see that your programs, as described in the catalog, are receiving advice and assistance from industry people, the programs will gain in stature and prestige. In addition, my company and the industry I represent will be more than ever committed to support you.

When you ask me to attend a committee meeting, I want to know beforehand what will be on the agenda. I will want a brief background statement of the problems to be discussed and several possible approaches to the solution of each. Give me at least two weeks' notice of the meeting date. Make it at a convenient time and preferably at a school. And don't hesitate to remind me about it by letter or a phone call.

I want the meeting to be conducted informally and not to get tied up in parliamentary rules of order. I will want the meeting to be held within reasonable time limits. Don't let it drag on and on. I am used to crisp, businesslike procedures. I will want something to happen as a result of the meeting. I will want to know, as soon after the meeting is over as possible, what did and will happen as a result of our advice and services. I don't want to be asked to attend a meeting to approve something after it has already happened. If I find out I am being used that way, don't be surprised when I become your critic instead of your advisor!

I know I am asking a great deal of you. But I am willing to give a great deal in return. And the more you get from the committee, the better your program will be. The same is true for us, of course. All the committee members, as well as the industries we represent, will be benefitted by having a continuing source of qualified manpower available and by getting a good return from our educational tax dollars. All kinds of benefits will emerge if the committee is effectively used.

In the final analysis, this is exactly what I want—effective utilization of my expertise, my knowledge and my interest in serving one of the most important components of my community—my schools and their students. If you are prepared to tell me how, when and where, I will do my best to help you and will appreciate the chance to serve—particularly if you get me involved in an activity in which I have some special interest. This means, of course, you and I will have to discuss what my special interests are vis-a-vis education and young people.

If you think I speak for myself alone, you are

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PENALTY FOR PRIVATE USE, $300

very much mistaken. Most industry representatives who agree to serve on school advisory committees feel as I do. However, too often and in too many situations, their expectations have not materialized.

Why? Because in our experience, we have found that too few educators and school administrators understand what motivates industry people to accept service on a school advisory committee. Or, if they do understand, they have not been able to provide the leadership, time and effort to effectively utilize the committees. If you cannot provide the staff time needed to allow for the full range of interests and desires of your committee to serve the school program, you will be better advised not to establish the committee in the first place. A poorly used committee is worse than no committee at all—you would find that you had created your own Frankenstein. Disgruntled members of poorly used committees frequently become the most active critics of school officials and public education.

Well, that seems to cover everything I had to say. It's up to you now to decide whether you want me to serve on your committee. I look forward to hearing from you.

Sincerely,

/s/_____

A long-time advocate of industry-education cooperation, Samuel M. Burt has actively promoted its growth from his standpoint as managing director of the Education Council of the Graphic Arts Industry, as researcher and writer with two books and several published articles to his credit dealing with effective use of industry-education advisory committees, and as a consultant and lecturer to educational and industrial organizations seeking to develop industry-education cooperative programs. Currently he is devoting much of his time to the National and State Advisory Councils on Vocational Education as a consultant. This "message from a businessman," he informs us, was developed over a period of four years of constant rewriting as he refined what "knows for sure" about advisory committees. News from NACVE is pleased to make it available to all those who believe that public education can be improved, expanded, enriched and equalized only to the extent to which the public participates and is deeply involved in helping to resolve the problems of our nation's schools.

RECOGNITION OF EMPLOYER COOPERATION

STUDENT PLACEMENT SERVICE

CERTIFICATE OF APPRECIATION

is awarded to

_____

for service to the Flint Community Schools
and participation in its Work Experience Programs

_____
Date

_____
Superintendent, Flint Community Schools

_____
Director, Student Placement Services

Source: Student Placement Service
Flint, Michigan

CAPS • Resource

PUBLICITY THROUGH EMPLOYER ORGANIZATIONS

October 11, 1974

To The Business Community of Sterling:

I appreciate the opportunity that your Chamber of Commerce president, Mr. Lowell McMahon, has afforded me to introduce myself by this letter and to briefly explain my activities as Placement Director at Northeastern Junior College.

One of the major concerns of this office is to assist graduates from the Occupational Programs to find employment in the occupation for which they were trained. Some students need part-time work experience related to their occupational program while attending school. We have students graduating every quarter from a wide variety of occupational programs such as office occupations, electrical and mechanical occupations, and agri-business, just to mention a few. If you know of an occupational opportunity, we may have the person to fill the need. I compliment Sterling's business and industry for their past and present cooperation in employing NJC graduates.

To more fully explain the goals and objectives of this office I would appreciate the opportunity to speak a few minutes at civic and service organizations in the community.

Until we can meet personally, thank you for reading this message and have a good day.

Sincerely,

Harvey Price
Placement Director
522-6600

HP:hg

Source: Northeastern Junior College
Sterling, Colorado

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A NEW SERVICE

provided by

the

DECATUR AREA VOCATIONAL CENTER

and

LAKEVIEW HIGH SCHOOL

PLACEMENT SERVICE . . .WITHOUT COST

The function of the Placement Service at Lakeview and the Decatur Area Vocational Center is to provide assistance to students in taking that big step from high school to that first full-time job, trade or technical school, junior college, major university, or armed services. We serve present students, early school leavers, and graduates. Our function does not replace the cooperative education program but provides an extension of services.

TO

THE

EMPLOYER

The DECATUR AREA VOCATIONAL CENTER can furnish you employees with training in the following areas:

- Architectural Drafting
- Auto Body
- Auto Mechanics
- Building Trades
- Cabinet Making
- Child Care
- Clerical Office Practice
- Commercial Printing
- Cosmetology
- Data Processing
- Electricity
- Electronics
- Food Service
- Machine Accounting
- Machine Shop
- Mechanical Drafting
- Medical Records (Secretary)
- Secretarial Office Practice
- Nurse Aide
- Practical Nursing
- Welding
- Small Engine Repair

Please Call Us 424-3070

LAKEVIEW HIGH SCHOOL

THE PLACEMENT SERVICE HAS MANY STUDENTS WHO ARE LOOKING FOR JOBS IN A VARIETY OF FIELDS.

PLACEMENT IN A JOB WHERE THEY CAN USE THEIR SKILLS AND KNOWLEDGE IS VERY IMPORTANT TO THESE GRADUATES.

Please Call Us 424-3139

PROMOTIONAL FLYER FOR EMPLOYERS

R15

Source: Decatur Area Vocational Center Decatur, Illinois

LETTER TO PARENTS

ALEXANDER - PULASKI COUNTY
VOCATIONAL CENTER
2nd and Washington
Tamms, Illinois 62988
(EGYPTIAN UNIT No. 5 - ADMINISTRATIVE DISTRICT)

Director
618-747-2703

Placement
618-747-2717

March 8, 1976

Dear Parent,

One of the major goals of public and secondary education is to prepare students for a vocation. The many educational activities in our school curriculum attempt to build skills and develop attitudes that will help the students after the transition from school to work.

Alexander-Pulaski County Vocational Center is attempting to bridge this gap between school and work by providing our graduates a Career Placement Service. Our basic function is to assist in finding jobs that will meet their needs. This service is available to all graduates of the Alexander-Pulaski County Vocational Center who desire assistance in obtaining employment, as well as those students in Cairo-Century-Egyptian-Meridian School Districts who also desire assistance in seeking jobs.

As Career Placement Coordinator, I need your assistance in helping to meet the employment needs of our graduates. We would appreciate receiving any job leads or information you could share with us in order that we can provide more complete service to our high school graduates. Please feel free to contact our office at the Alexander-Pulaski County Vocational Center, Tamms, Illinois by phoning either 747-2717 or 747-2703.

Thank you.

Sincerely yours,

Linda L. Blackman

Linda L. Blackman
Placement Coordinator
Career Placement Service

LLB:rh

Participating School Districts
ALEXANDER COUNTY: Cairo District No. 1, Egyptian Unit No. 5
PULASKI COUNTY: Century Unit No. 100, Meridian Unit No. 101

Source: Alexander-Pulaski County Vocational Center
Tamms, Illinois

CAPS • Resource

Have You Ever Asked Yourself?

I wish I knew what I was doing here?

Where am I going? How do I get there?

What good is a college education anyway?

I need someone to do more than listen to me. I need someone to help me get my head together and sort out the career options.

I want my future wife to stay at home, but my fiance wants a career. I sometimes wonder if we can get it together.

Can I get married and still go to school?

I really like the courses I'm taking, but who wants to hire someone with my major?

I hate to think about work, but I know I have to.

So many people are looking for jobs—where do I start?

I want to get a job, but I know I'm going to blow the interview.

(over)

Placement Is The Payoff

No matter how much effort has gone into career planning. . .the major chosen. . .the long range plans. . .getting a job is the payoff. The Career Planning and Placement Center provides—

A reference library of potential employers.

Summer employment information (Camp Day is held each year in February)

A repository for credentials for students and alumni seeking employment in teaching or the social services.

On-campus opportunities to interview with prospective employers upon graduation.

We do not "place" students. We do not get jobs for students. Only the individual, working with the help available from the Center, as well as the help available from faculty, friends and relatives, can get the job.

Northern Illinois University

After college... WHAT?

A Guide to the Career Planner's Placement Center

PROMOTIONAL BROCHURE: STUDENTS

R17

After College...WHAT?

Ever wonder what you will be doing after graduation from college? Will you be working . . .going to graduate school. . .doing volunteer work. . .joining a military service. . .?

Do you know *WHAT* you *WANT* to do after graduation?

No matter how you answer these questions you will want to make the most of your college education. You will want to choose a major and prepare yourself to make your education work for you.

Choosing a Life Plan

Begin making some plans even before you come to campus. . . . Dial 800-892-6966 from anywhere in Illinois and ask for INTAC.

Career Planning and Placement has audio tapes telling about various majors and where they can lead on INTAC.

After You Come to Campus

A career counselor will work with you helping you make a wise choice of major. . .

or work with you in a small group in a LIFE-PLAN workshop. . .

or in a short course in Career Decision Making . . .or in Job Search Strategy. . .or Interview Techniques. . .or Resume Preparation.

Where Are The Jobs?

The Center is constantly seeking out information on the labor market. . .

the way it is. . .

the way it will be. . . .

We get the information to you through DIAL A JOB (753-0414). . .

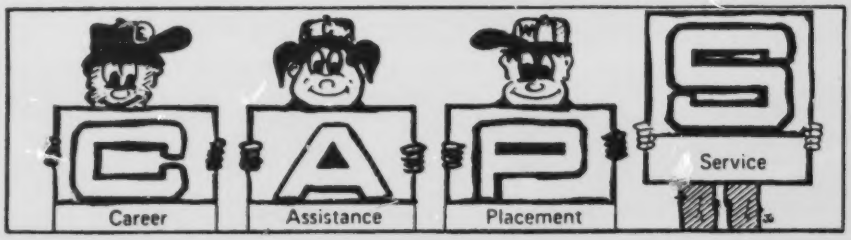
WKDI & WNIU-FM. . . .

Newsletters. . .

and the Northern STAR.

Source: Northern Illinois University
DeKalb, Illinois

PROMOTIONAL FLYER FOR STUDENTS



JOLIET TOWNSHIP HIGH SCHOOLS

JOBS !

PART-TIME --- FULL-TIME --- SUMMER

If you are interested, you must be 16 or older and you must REGISTER with:

Mr. Jaeger	Mrs. Cattron	Mr. McCarl
Room 234	Room 141	Room 234
West	Central	East

Plus

You can get more information on:

Career Planning — Job Outlook

College Information

Military Information — Scholarships and Loans

Anna Ernst

Anna Ernst
Placement Coordinator
CAPS

Source: Joliet Township High Schools
Joliet, Illinois

Skilled Resources Handbook

Iowa's Area Colleges offer applied skill training in the following occupational fields:

AGRICULTURE & NATURAL RESOURCES

CONSTRUCTION & BUILDING MAINTENANCE

GRAPHIC & APPLIED ARTS

HEALTH

INDUSTRIAL-TECHNICAL

INDUSTRIAL TRADES

MARKETING/MANAGEMENT

OFFICE/BUSINESS

POWER/MECHANICAL TRADES

REPAIR-SERVICING TRADES

SERVICE

A guide for Personnel Directors & Guidance Counselors who are seeking educational institutions which graduate students with applied skills in Career Education.

ANKENY

BETTENDORF

BURLINGTON

CALMAR

CEDAR RAPIDS

COUNCIL BLUFFS

CRESTON

ESTHERVILLE

FORT DODGE

MARSHALLTOWN

MASON CITY

OTTUMWA

SHELDON

SIOUX CITY

WATERLOO

CAPS • Resource

(AREA V) IOWA CENTRAL COMMUNITY COLLEGE
330 AVENUE M
FORT DODGE, IOWA 50501
phone (515) 576-7201
Placement Director: Charles Magruder

EAGLE GROVE CENTER
EAGLE GROVE, IOWA 50533
phone (515) 448-4723
Placement: Richard Dyas

WEBSTER CITY CENTER
WEBSTER CITY, IOWA 50595
Placement: Max Sylvester

Date of Grad	Mos. of Study	
		AGRICULTURE OCCUP.
Jul	11	Elevator & Farm Supply
May	9-18	Horticulture (Webster City)
May	11	Livestock Marketing & Management (Webster City)
		CONSTRUCTION OCCUP.
May	2	Bricklaying
		GRAPHIC & APPLIED ARTS OCCUP.
Jul	11	Drafting, Mechanical - Machine
		HEALTH OCCUPATIONS
Jul	11	Dental Assistant
Jul	11	Medical Assistant
Var	1	Nurse Aide-Orderly
Jul	22	Nursing, Assoc. Degree
Jul	11	Nursing, Practical
		INDUSTRIAL-TECHNICAL OCCUP.
May	18	Electronics, Industrial
		INDUSTRIAL TRADE OCCUP.
Jul	11	Machine Shop
Dec	4	Welding
May	4	Welding
Dec	4	Advanced Welding
May	4	Advanced Welding
		MARKETING/MANAGEMENT OCCUP.
May	20	Banking, Agricultural Oriented
May	20	Fashion Merchandising
May	20	Food Marketing Management
May	9	Interior Decorating/Design (Eagle Grove)
May	20	Retail Marketing Management
		OFFICE/BUSINESS OCCUP.
May	9-18	Office Typist
May	9-11	Office Typist (Eagle Grove)
May	9	Office Typist (Webster City)
Apr	9	Receptionist
May	9	Receptionist
May	9	Secretary, Executive
Jul	11	Secretary, Executive
Jul	11	Secretarial, General (Webster City)
May	9-18	Secretarial, General

Source: Des Moines Area Community College
Ankeny, Iowa

HOW TO ORDER GOVERNMENT PUBLICATIONS

Many of the publications in the following list are government publications. There are four ways to order them, with the simplest being to know the price and the title of the publication and to send a check or money order payable to Superintendent of Documents to:

Superintendent of Ducuments
Government Printing Office
Washington, D. C. 20402

The Superintendent of Documents will not send any publication without pre-payment.

If your school requires an invoice before payment can be made on orders of this type, then there are three other ways to order.

1. Send an order requesting by name and price the publication desired. Request a Pro Forma Invoice. The Superintendent of Documents will return to you an invoice which can then be returned with payment. The publication will be shipped upon receipt of payment. Pro Forma Invoices can be requested by telephone. The inquiries telephone number for the Superintendent of Documents is (202) 783-3238. This line is very busy and it is difficult to complete a call.

2. If your school plans to order government publications frequently, a Deposit Account can be set up. The minimum amount for a deposit account is $50.00. This sum can be paid directly or by using the Pro Forma Invoice. When the $50.00 is received the account will be opened and then orders may be placed by telephone using a special number that will be supplied. The maximum order is for six different publications at one time.

3. The last method to buy government publications is by purchasing Superintendent Coupons in 5¢-10¢-25¢ and 50¢ amounts. The minimum coupon order is for $1.00. Coupons can be purchased by sending a check or money order directly to the Superintendent of Documents or by requesting a Pro Forma Invoice and then submitting payment. The coupons will be sent upon receipt of payment. The coupons will be sent upon receipt of payment, and may then be used to buy any government publications.

Publications which are available through the Bureau of Labor Statistics are handled just like all other government publications and must be pre-paid by any of the means listed above.

Your school can be placed on the mailing list of the Bureau to receive announcements of publications and other data by simply calling the BLS Information Office (312) 353-1880 or writing to:

BLS Information Office
230 S. Dearborn -- 9th Floor
Chicago, Illinois 60604

(over)

CAPS • Resource

There are five general types of mailings and your school can request any or all of the five.

1. General Announcements -- a twice monthly announcement of all new BLS surveys on wages, industrial relations, prices, manpower employment, productivity, occupational safety and economic growth. The surveys which are desired may then be ordered on a convenient order form included in the announcement.

2. Wage Survey Summaries -- Periodic reports containing preliminary findings of wage surveys conducted by BLS in a particular industry and/or geographical area. You receive the actual data.

3. Occupational Outlook Studies -- Periodic announcements of new occupational outlook and manpower studies issued by BLS aimed at keeping guidance personnel informed of current manpower developments.

4. Consumer Price Index -- Monthly report containing consumer price index.

5. Employment Reports -- Quarterly releases containing total employment by industry in the North Central States (Illinois, Indiana, Michigan, Ohio, Wisconsin) or Chicago and the Northwestern Indiana area.

Source: Vocational Education Planning and Resource Manual
Project For Vocational Educational Planning
Northwestern University
Charles T. Kerchner, Project Director

USEFUL PUBLICATIONS: LABOR MARKET

Census Data for Community Action, U.S. Department of Commerce, Social and Economic Statistics Administration, Bureau of the Census, 1972

This publication presents a clear description of how to use census reports and provides background information needed in order to use the data.

The report will be useful to vocational and community planners.

Available from: Bureau of the Census
Washington, D. C. 20253
Price: .50

Computer Manpower Outlook, Bulletin 1826, U. S. Department of Labor, Bureau of Labor Statistics, 1974

This bulletin presents the results of a study on computer manpower and includes information on the current employment, education and training characteristics by state of computer occupations. It explores the impact of advancing computer technology on computer manpower and education and projects computer manpower requirements and their implications for training. The bulletin contains a chart showing employment in selected computer occupations by very detailed industrial areas.

The publication will be useful in helping planners decide whether or not this is a significant occupation in local industry.

Available from: Superintendent of Documents
United States Government Printing Office
Washington, D. C. 20402

or: Bureau of Labor Statistics, Regional Office
230 S. Dearborn Street, 9th Floor
Chicago, Illinois 60604
(312) 353-1880
Price: $1.20

(over)

CAPS • Resource

R21

Illinois Manpower Impressions, Office of Manpower and Human Development, Springfield, Illinois

This newsletter presents announcements and news concerning labor trends, unemployment rates, and the progress of vocational education and manpower programs throughout the state.

Illinois Manpower Impressions will be valuable to vocational teachers and counselors for general up-to-date news on developments concerning labor in Illinois, and for information concerning the progress of programs sponsored by the Comprehensive Employment and Training Act (CETA) in the area.

Available from: State of Illinois
Office of Manpower and Human Development
305 E. Monroe
Springfield, Illinois 62706
(217) 782-5202
Price: Publication is free but only limited additions can be made to the mailing list.

Manpower, U. S. Department of Labor, Manpower Administration

Manpower magazine is the official monthly journal of the Manpower Administration, U. S. Department of Labor. It is a highly readable magazine which contains a variety of articles each month on careers and labor market developments. Each article is illustrated with many photographs and charts. A sampling of articles from the September, 1974 issue include: "Paths to Construction Journeyman--Study finds apprenticeship graduates fare better than workers trained in other ways," "Tomorrow's Jobs: The View From Now," "Starting Police Training in High School--interested students can continue career preparation in community college."

This magazine would be an excellent addition to the vocational library for student browsing and reading as well as interesting to teachers and counselors.

Available from: Superintendent of Documents
Government Printing Office
Washington, D. C. 20402
Price: $15.30 / yearly subscription
$ 1.30 / single issue

Monthly Labor Review, U. S. Department of Labor/Bureau of Labor Statistics

This government journal publishes fairly learned articles based on research. It regularly features a review of developments in industrial relations, significant court decisions in labor cases, book reviews, current labor statistics, national labor force projections and data on work experiences of the population.

The journal will be useful to counselors, vocational planners and anyone interested in the progress of labor in the United States.

Available from: Superintendent of Documents
Government Printing Office
Washington, D. C. 20402
Price: $22.35 / yearly subscripcion
$ 1.90 / single copy

Occupational Employment Survey Reports, for manufacturing industries, U. S. Department of Labor/ Bureau of Labor Statistics

These individual reports are available for many different manufacturing industries and give employment by occupation. Request BLS reports which are in the 430 series, for example, the General Industrial Machinery Industry Survey Report is BLS report #430-111.

The data will be useful to local planners in measuring employment trends, for analyzing the changing occupational composition of an industry and for projections of occupational manpower requirements to be used as a basis for planning vocational programs.

Available from: The Bureau of Labor Statistics
230 S. Dearborn Street-9th Floor
Chicago, Illinois 60604
(312) 353-1880
Price: Free

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Occupational Employment Statistics 1960-70, Bulletin 1778, U. S. Department of Labor/Bureau of Labor Statistics, 1972

This report brings together information on employment by occupation from many other government agencies and professional associations from dentists to teamsters to provide a handy reference volume to users interested in such data. It provides information on where to write to request further data on specific occupational fields (ie. railroads, civil service, telegraph, etc.)

This bulletin would be a useful library resource.

Available from: Superintendent of Documents
United States Government Printing Office
Washington, D. C. 20402

Occupational Manpower and Training Needs, Revised 1974, Bulletin 1824, U. S. Department of Labor, Bureau of Labor Statistics, 1974

This bulletin presents both general and detailed information on the relationship between occupational manpower requirements and training needs. Chapter One describes how to use the data and gives a realistic view of the value of data for various purposes including planning and counseling. Chapter Two presents occupational projections and growth trends in major employment groups. Chapter Three describes sources of training and would be valuable to counselors in advising students on alternative ways to learn a set of skills. Chapter Four is concerned with relating training to occupational needs and contains projections to 1985 by occupation.

Counselors and vocational program planners would find this publication useful in advising students how to prepare for a trade and the type of training available.

Available from: Superintendent of Documents
United States Government Printing Office
Washington, D. C. 20402
or: BLS Regional Office
230 S. Dearborn Street, 9th Floor
Chicago, Illinois 60604
Price: $1.80

Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics, 1974, Bulletin 1785

The main purpose of the 840 page handbook is to provide occupational information that broadens the knowledge of choices available to young people and helps them make intelligent career plans. For hundreds of occupations, the handbook answers such questions as: what does a person actually do on the job; what abilities and interests does the job call for; what kind of schooling and other training is required for the job; what are the working conditions like; and what will be the job opportunities in coming years? As an example of the non-occupational specific information available in the handbook a reprint of the "Tomorrow's Jobs" section is included.

The handbook would be very useful to counselors, students and persons entering or reentering the work force at different stages in their lives.

Available from: Superintendent of Documents
United States Government Printing Office
Washington, D. C. 20402
Price $6.85

Occupational Outlook Quarterly, United States Department of Labor, Bureau of Labor Statistics

A highly readable magazine published four times a year by the Bureau of Labor Statistics containing general articles on occupational outlook trends, such as "Counseling Black Girls Toward Jobs," or "What's Happening to Jobs in the Library Field?" The magazine is illustrated with drawings and photographs. The Spring 1975 issue is included.

This publication would aid teachers and counselors as well as laypersons who are interested in articles concerning job trends. It would be useful in the vocational library for student browsing and reading.

Available from: Superintendent of Documents
United States Government Printing Office
Washington, D. C. 20402
Price: $5.40 / yearly subscription (4 issues)
$1.35 / single copy

Occupational Supply Concepts and Sources of Data for Manpower Analysis, Bulletin 1816, U. S. Department of Labor, Bureau of Labor Statistics, 1974

This study reviews the current state of occupational supply information, the uses of such information, variations in information requirements among occupations with different skill and economic characteristics, and the availability of data to carry out good supply side analyses.

This study would be useful to vocational planners in helping them to plan programs which would avert imbalances between supply and demand for workers with specific skills.

Available from: Superintendent of Documents
United States Government Printing Office
Washington, D. C. 20402
Price: $1.15

Technological Change and Manpower Trends in Six Industries, Bulletin 1817, U. S. Department of Labor, Bureau of Labor Statistics, 1974

The publication offers an appraisal of the effects of technological change on six industries and occupational trends by industry as a result of these changes. Occupational trends are shown in illustrative charts, and projects for employment for 1980-1985 are given. The six industries covered are textile mill products, lumber and wood products (except furniture), tires and tubes, aluminum, banking, and health services.

This publication would be most useful to program planners in allowing them to see the impact of technological change in these specific industries.

Available from: Superintendent of Documents
United States Government Printing Office
Washington, D. C. 20402
Price: $1.35

The United States Economy in 1985, A Summary of BLS Projections, Bulletin 18
U. S. Department of Labor, Bureau of Labor Statistics, 1974

This bulletin summarizes the latest BLS projections of the U. S. economy to 1985. It contains detailed tables showing projected employment requirements by occupation.

The data in this publication would be of use to a vocational program planner in helping to decide if an occupation is significant and if it is growing.

Available from: Superintendent of Documents
United States Government Printing Office
Washington, D. C. 20402

or: BLS Regional Office
230 S. Dearborn Street, 9th Floor
Chicago, Illinois 60604
Price: $1.10

Vocational Education Planning, Manpower, Priorities and Dollars, by Robert C. Young, William V. Clive, and Benton E. Miles, The Center for Vocational and Technical Education, Ohio State University, 1972

This report addresses the problem of using manpower information for vocational education planning. Following a review of the manpower and educational contexts of vocational education planning, the report examines the concept of manpower demand and some techniques for its estimation, discusses sources of manpower supply and systems for providing information about them, considers criteria for determining vocational education priorities, and describes a method for allocating resources among vocational programs.

Administrators, planners, board members, and those who prepare people for such roles in vocational education will be interested in this method of decision-making, especially because it allows considerable latitude in the selection of goals, objectives and decision strategies.

Available from: Superintendent of Documents
United States Printing Office
Washington, D. C. 20402
Price: $1.50 (May not be available at present)

or: The Center for Vocational and Technical Education
Ohio State University
1900 Kenny Road
Columbus, Ohio 43210
Price: $12.75

Source: Vocational Education Planning and Resource Manual
Project For Vocational Educational Planning
Northwestern University
Charles T. Kerchner, Project Director

COMMUNITY RESOURCES WORKSHOP

Statement of Purposes and Objectives

The Community Vocational Resources Workshop is one in which teachers learn about community vocational resources available. The objectives are:

1. To identify, evaluate, and classify resources which may be used to enrich the student's vocational experiences
2. To become aware of the vocational opportunities open to students and the kinds of preparation desirable for these vocations
3. To interact with different groups in the community, and learn of the mutual interest existing in education, business and labor
4. To plan and develop some method for using resources and workshop experiences to improve vocational orientation for student.

Techniques of evaluation of objectives:

1. The stated objective of identifying, evaluating and classifying resources which may be used to enrich the student's vocational experience, will be achieved by action research in actual on-the-spot investigation of a minimum of twenty and a maximum of twenty-five businesses and industries.

   Each business will be evaluated in terms of:
   a. How well vocational opportunities are explained.
   b. Is this a recommended field trip for students?
   c. Is this a recommended field trip for future workshops (teachers)?
   d. Is the general knowledge helpful to me as a teacher?
   e. Do you prefer a resource person for this business rather than a field trip?

2. To become aware of the vocational opportunities open to students and the kinds of preparation desirable for these vocations will be accomplished by action research -- visiting the businesses and industries and talking with personnel (business and resource people).

   An occupational survey of each business will be conducted by asking such questions as:
   a. Are teenagers employed?
   b. What educational requirements are necessary?
   c. What type of entrance jobs are available?
   d. What are the employment requirements?
   e. What type of training is offered employees?
   f. What is the earning scale?
   g. What are the advancement possibilities?
   h. What abilities and attitudes are considered at the time of employment?

3. To interact with different groups in the community, and learn of the mutual interest existing in education, business and labor. This will be accomplished by action research in traveling to businesses and industries in the community to tour the facilities.

4. To plan and develop some method of using resource and workshop experiences, to improve vocational orientation of students, will be accomplished by the production and distribution to all teachers in the participating school districts, copies of the individual packets.

Source: National Association for Industry-Education Cooperation

CADS • RESOURCE

HOW TO USE THE DIRECTORY

THE DIRECTORY OF OCCUPATIONAL INFORMATION OF SAN DIEGO COUNTY IS PROVIDED AS A SERVICE TO TEACHERS AND COUNSELORS OF THE SAN DIEGO AREA BY THE SAN DIEGO INDUSTRY EDUCATION COUNCIL WITH THE ASSISTANCE OF THE CAREER GUIDANCE SERVICES, DEPARTMENT OF EDUCATION, SAN DIEGO COUNTY. THE DIRECTORY RESULTS FROM WRITTEN SOLICITATIONS TO LOCAL INDUSTRIES, BOTH LARGE AND SMALL, AND TO PROFESSIONAL ORGANIZATIONS BY THE SDIEC. THE WIDE AND VARIED RESPONSE IS ONE INDICATION THAT SAN DIEGANS ARE AWARE OF THE HUMAN PROBLEM OF OCCUPATIONAL SELECTION. THE SDIEC HOPES THAT USE OF THIS DIRECTORY WILL CONTRIBUTE TO GREATER OCCUPATIONAL SATISFACTION AND PERSONAL PRODUCTIVITY AMONG YOUNG PEOPLE IN SAN DIEGO COUNTY.

DIRECTIONS ON HOW TO USE THE VARIOUS SECTIONS OF THE DIRECTORY WILL BE FOUND AT THE BEGINNING OF EACH SECTION. EACH SECTION SHOULD BE USED IN CONJUNCTION WITH THE DIRECTORY OF EMPLOYERS. EACH ENTRY IS FOLLOWED BY A THREE LETTER CODE REFERRING TO THE EMPLOYER OFFERING THIS SERVICE. AFTER FINDING THE SERVICE DESIRED IN THE JOB AREA OF INTEREST, THE THREE LETTER CODE SHOULD BE CONSULTED FOR THE NAME OF THE COMPANY OR ORGANIZATION AND ITS LOCATION. NOTE THAT IN SOME INSTANCES THE NAME OF THE PERSON TO CONSULT FOR THE SERVICE DIFFERS FROM THE PERSON LISTED IN THE DIRECTORY OF EMPLOYERS.

THE SUCCESS OF THIS DIRECTORY DEPENDS ON THE GENEROSITY OF OUR LOCAL PUBLIC AND PRIVATE INDUSTRIES. PLEASE KEEP THIS IN MIND WHEN REQUESTING SPEAKERS. WE SUGGEST ASKING FOR ONLY ONE OR TWO AT A TIME FROM ANY ONE INDUSTRY.

OCCUPATIONAL CLASSIFICATION		RESOURCE CODE	
01	AGRICULTURE	1	SPEAKERS
02	BUSINESS	2	MEDIA
03	CREATIVE ARTS	3	VISITATIONS
04	ENGINEERING	4	INDIVIDUAL COUNSELING
05	HEALTH	5	INDIVIDUAL STUDENT OBSERVATION
06	MANUFACTURING		
07	MERCHANDISING		
08	OFFICE		
09	SCIENCE		
10	SERVICES		
11	TRADE AND TECHNICAL		
12	OTHER		

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CAPS • Resource

SPEAKERS

THIS SECTION CONTAINS INFORMATION CONCERNING THE AVAILABILITY OF REPRESENTATIVES OF LOCAL BUSINESSESS AND PROFESSIONAL ORGANIZATIONS AS SPEAKERS ON CAMPUS. THE FOLLOWING INFORMATION IS INCLUDED: OCCUPATIONAL CLASS AND TYPE OF SERVICE (COLUMN 1), CAREER AREA (COLUMN 2), LENGTH OF PRESENTATION (COLUMN 3), NAME OF SPEAKER (COLUMN 4), PHONE NUMBER OF THE CONTACT PERSON FOR THE ORGANIZATION (COLUMN 5), AND PARTICIPANT'S CODE (COLUMN 6).

01	AGRICULTURE				
011	AGRICULTURAL LAW ENFORCEMENT	30	VARIOUS SPEAKERS	565 5788	SDM
011	AGRICULTURE (FIELD)	30-60	DON GEHRIG FIELD REP	795 5155	PCA
011	AGRICULTURE (PROCESSING)	30-60	BOB SIEMONS MGR	795 5155	PCA
011	GOLF COURSE MAINTENANCE	30	DAVID FLEMING SUPT	992 3925	SHC
011	HORTICULTURE	30	LARRY RAMEY	232 1555	DTS
02	BUSINESS				
021	ACCOUNTING	30	VARIOUS SPEAKERS	278 2501	SDC
021	ACCOUNTING	30-45	ROBERT J GREENWELL	757 7525	SWA
021	ACCOUNTING TAX AND AUDIT	30	RAY V WILLARDSON	236 1110	SEI
021	ADVERTISING/MARKETING	45	VARIOUS SPEAKERS	238 1885	SDF
021	BANKING	OPEN	VARIOUS	294 2339	BAM
021	BANKING	OPEN	ALAN BARNARD	234 7421	FFS
021	BANKING	45	VARIOUS	238 5167	SPN
021	BANKING	45	J T SALMON	232 6961	UCB
021	BUSINESS	30	MR G HAAS OR PARTNER	232 5811	EOV
021	BUSINESS	VARIES	VARIOUS SPEAKERS	298 4181	IBM
021	BUSINESS	45-60	MR DAVE COX	278 9502	MEC
021	BUSINESS	20-30	RICH EMERY	232 8171	PHG
021	BUSINESS	OPEN	CPT WILLIAM REID JR	270 0772	USA
021	BUSINESS	45	MISS LORRAINE LAUKZEN	582 3516	VVC
021	BUSINESS	60	MR GENE RUFFIN	232 3881	XEC
021	BUSINESS BROKERAGE	60	RBT GOYETTE GM	283 6246	CBB
021	BUSINESS OCCUPATIONS	20	LAURAN CLAPP	232 4252	SDG
021	CONTROLLER/ACCOUNTING	45	H GRUENSTERN	582 9211	DEI
021	CREDIT	45	ARLENE SMITH	582 9211	DEI
021	DATA COMMUNICATIONS	45	W E DERE	297 4011	SBM
021	DATA PROCESSING	45	DENIS CUNNIGHAM	582 9211	DEI
021	DATA PROCESSING	45	R E DENNER	297 4011	SBM
021	FINANCE	45	VARIOUS SPEAKERS	238 1885	SDF
021	FOOD & BEVERAGE	45	NEIL BAKER	291 6400	SIA
021	GAS AND ELECTRIC UTILITIES	30	LAURAN CLAPP	232 4252	SDG
021	HOME BUILDING	30	JERRY LINTON VP	277 8811	AHG
021	INDUSTRIAL ENGINEERING	45	DICK LAPP	582 9211	DEI
021	INSTALLMENT CREDIT	45	MR O V STEVENS	583 3953	CCC
021	INSURANCE	45	SEVERAL	279 6310	ACS
021	INSURANCE	30	C BRENT COOK CLU	233 8061	ALC
021	INSURANCE	30	VARIOUS	298 8881	INA
021	INSURANCE	45	BERT O'NEIL	233 6282	NYL
021	INSURANCE	45	VARIOUS SPEAKERS	238 1885	SDF
021	INSURANCE CLAIMS	30	MR PAULES	232 2171	FFA

MEDIA

THIS SECTION CONTAINS INFORMATION CONCERNING VOCATIONAL EDUCATION MATERIALS, SUCH AS FILMS, SLIDES, PAMPHLETS, BROCHURES, ETC., AVAILABLE IN DIFFERENT TYPE OF SERVICE (COLUMN 1), CAREER AREA (COLUMN 2), VOCATIONAL EDUCATION MATERIAL AVAILABLE (COLUMN 3), AND PARTICIPANT'S CODE (COLUMN 4).

01	AGRICULTURE		
012	TURFGRASS MAINTENANCE	FILMSTRIP - SLIDES	SHC
02	BUSINESS		
022	AUTO CLUB	PAMPHLETS	ACS
022	BANKING	BROCHURES-PAMPHLETS-GUIDES	BAM
022	BUSINESS	PAMPHLETS	APW
022	BUSINESS	FILMSTRIP	CCC
022	BUSINESS	ALL ITEMS - EXTENSIVE LIBRARY	IBM
022	BUSINESS	PAMPHLETS	KSI
022	BUSINESS	FILMS-SLIDES-PAMPHLETS	USA
022	BUSINESS	FILMS-BROCHURES	XEC
022	COMMUNICATIONS	FILM	WSC
022	DATA COMMUNICATIONS	BROCHURES-FILMS	SBM
022	DATA PROCESSING	FILM-BROCHURES	SBM
022	HUMAN RELATIONS	FILM	WSC
022	INSURANCE	BROCHURES-PAMPHLETS-GUIDES	AIC
022	INSURANCE	PAMPHLETS	INA
022	INSURANCE	PAMPHLETS-FILMSTRIPS	NYL
022	INSURANCE - SALES	FILMS-VIDEO TAPE	FFA
022	INSURANCE - SALES	FILMSTRIP-TELEVISION CASSETTE	JWA
022	INVESTMENTS/STOCK MARKET	FILMS	MLB
022	MANAGEMENT TRAINING	BROCHURES	FTH
022	OFFICE - SALES OPERATIONS	BROCHURES-FACT SHEETS	CCB
022	RETAILING - GENERAL	FILMSTRIP	WSC
022	RETAILING - SECURITY	FILMSTRIP	WSC
022	RETAILING - SHORTAGE CONTROL	FILM	WSC
022	SALES	FILMSTRIPS-PAMPHLETS	PRI
03	CREATIVE ARTS		
04	ENGINEERING		
042	COMPUTER SYSTEMS	PAMPHLETS	CDC
042	ENGINEERING	PAMPHLETS	HAC
042	ENGINEERING	FILMSTRIPS-SLIDES-PAMPHLETS	USA
042	ENGINEERING SAFETY	EDUCATIONAL MATERIALS	CED
042	HIGH VOLTAGE METAL FORMING	BROCHURES	MLI
042	SAFETY ENGINEERING	BROCHURES	ASE

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VISITATIONS

THIS SECTION CONTAINS INFORMATION CONCERNING ON-SITE VISITATIONS FOR STUDENTS IN DIFFERENT CAREER AREAS. THE FOLLOWING INFORMATION IS INCLUDED: OCCUPATION CLASS AND TYPE OF SERVICE (COLUMN 1), CAREER AREA (COLUMN 2), TIME OF DAY DURING WHICH THE VISITATION MAY BE MADE (COLUMN 3), MAXIMUM NUMBER OF PEOPLE THAT CAN VISIT AT ONE TIME (COLUMN 4), VISITATION SITE (COLUMN 5), AND PARTICIPANT'S CODE (COLUMN 6).

	01 AGRICULTURE				
013	AGRICULTURE	BY APPT	35	5555 OVERLAND DR	SDM
013	CITRUS AGRICULTURE (FIELD)	BY APPT	30-50	1155 W MISSION EC	PCA
013	CITRUS AGRICULTURE (PROCESSING)	BY APPT	30-50	1155 W MISSION EC	PCA
013	HORTICULTURE	BY APPT	20	3351 PICKWICK	DTS
013	TURF GRASS MAINTENANCE	BY APPT	30-90	3007 DEHESA RD EC	SHC
	02 BUSINESS				
023	ACCOUNTING	BY APPT	10	9255 RUFFIN ROAD	SDC
023	ACCOUNTING	BY APPT	10	8911 BALBOA AVENUE	SDC
023	ACCOUNTING	BY APPT	20	110 W "A" ST #1100	SEI
023	ACCOUNTING	BY APPT	20	305 AIRPORT RD OC	SWA
023	AUTO CLUB	BY APPT	5	9858 RONSON COURT	ACS
023	AUTO REPAIR AND SALES	BY APPT	25	9300 EL CAJON BLVD	PFC
023	AUTOMOBILE - GAS-SERVICES-SALES	BY APPT	OPEN	VARIOUS (239-2276)	SGC
023	BANKING	BY APPT	15	625 BROADWAY	BAM
023	BANKING	BY APPT	20	VARIOUS	SPN
023	BUSINESS	BY APPT	30	1950 HOTEL CIRCLE NO	IBM
023	DATA COMMUNICATIONS	BY APPT	30	269 W WASHINGTON	SBM
023	DATA PROCESSING	BY APPT	30	269 W WASHINGTON	SBM
023	FOOD & BEVERAGE MANAGEMENT	BY APPT	90	1590 HARBOR IS DR	SIA
023	HOME BUILDING	BY APPT	25	VARIOUS CITY COUNTY	AHG
023	HOTEL MANAGEMENT	BY APPT	90	1590 HARBOR IS DR	SIA
023	INSURANCE	BY APPT	5	9858 RONSON COURT	ACS
023	INSURANCE	BY APPT	10	3500 FIFTH AVE	INA
023	INSURANCE	BY APPT	10	520 WEST ASH ST	JWA
023	INSURANCE - CLAIMS	A M	5	2550 FIFTH	FFA
023	INSURANCE - SALES	A M	5	2550 FIFTH	FFA
023	INSURANCE - SUPERVISION	A M	5	2550 FIFTH	FFA
023	INVESTMENTS/STOCKBROKER	BY APPT	10	301 "A" STREET	MLB
023	LAND DEVELOPMENT	BY APPT	25	VARIOUS CITY COUNTY	AHG
023	MORTGAGE BANKING	BY APPT	5	5348 UNIVERSITY AVE	PMF
023	REAL ESTATE, INSURANCE, FINANCE	BY APPT	12	1555 SIXTH AVENUE	JBC
023	RETAIL OPERATIONS	TBA	OPEN	VARIOUS	WSC
023	SALES-OFFICE-PRODUCTION	BY APPT	55	HWY 94 AT 47TH	CCB
	03 CREATIVE ARTS				
033	DESIGN DRAFTING	BY APPT	10	9255 RUFFIN RD	SDC
033	DESIGN DRAFTING	BY APPT	10	8911 BALBOA AVE	SDC
033	ILLUSTRATING	BY APPT	10	9255 RUFFIN RD	SDC
033	ILLUSTRATING	BY APPT	10	8911 BALBOA AVE	SDC

INDIVIDUAL COUNSELING

THIS SECTION CONTAINS INFORMATION CONCERNING REPRESENTATIVES OF THE PARTICIPATING ORGANIZATIONS WHO ARE AVAILABLE TO GIVE VOCATIONAL COUNSELING TO STUDENTS. THE FOLLOWING INFORMATION IS INCLUDED: OCCUPATION CLASS AND TYPE OF SERVICE (COLUMN 1), CAREER AREA (COLUMN 2), TIME OF DAY DURING WHICH THE COUNSELOR IS AVAILABLE (COLUMN 3), NAME OF THE COUNSELOR (COLUMN 4), PHONE NUMBER OF THE CONTACT PERSON FOR EACH ORGANIZATION (COLUMN 5), AND PARTICIPANT'S CODE (COLUMN 6).

01	AGRICULTURE				
014	CITRUS AGRICULTURE (FIELD)	9-3	DON GEHRIG FIELD REP	745 5155	PCA
014	CITRUS AGRICULTURE (PROCESSING)	9-3	BOB SIEMONS	745 5155	PCA
014	GOLF COURSE MAINTENANCE	BY APPT	DAVID FLEMING	442 3425	PCA
02	BUSINESS				
024	ACCOUNTING	BY APPT	RAY V WILLARDSON	236 1110	SEI
024	ACCOUNTING	BY APPT	ROBERT J GREENWELL	757 7525	SWA
024	ADV & PUBS MANAGER	BY APPT	BILL KILLION	582 9211	DEI
024	BANKING	10-3	W PICKERELL	238 5173	SPN
024	BUSINESS	9-4	MR GEORGE HAAS	232 6811	EOV
024	BUSINESS	BY APPT	MR DAVID E MILLER	239 2276	SGC
024	BUSINESS	8-5	STAFF	270 0772	USA
024	CONTROLLER/ACCOUNTING	BY APPT	H GRUENSTERN	582 9211	DEI
024	CREDIT	BY APPT	ARLENE SMITH	582 9211	DEI
024	DATA PROCESSING	BY APPT	DENIS CUNNINGHAM	582 9211	DEI
024	DATA PROCESSING	BY APPT	J MARLAN VELLA	298 4181	IBM
024	FOOD & BEVERAGE MANAGEMENT	BY APPT	NEIL BAKER	291 6400	SIA
024	HOMEBUILDING	BY APPT	JERRY LINTON VP	277 8811	AHG
024	HOTEL MANAGEMENT	BY APPT	BILL BLACKBURN	291 6400	SIA
024	INDUSTRIAL ENGINEERING	BY APPT	DICK LAPP	582 9211	DEI
024	INSURANCE	9-3	GARY YOUNGER	279 5770	ACS
024	INSURANCE	8-5	MR LYNN TYSON	233 8061	ALC
024	INSURANCE	8-4:30	KARL KOCH	298 8881	INA
024	INSURANCE - PROPERTY/CASUALTY	A M	RALPH KNAPP	232 2171	FFA
024	INSURANCE SALES	8:30-5	JOHN ROTHOFF	238 1244	JWA
024	LAND DEVELOPMENT	BY APPT	JERRY LINTON VP	277 8811	AHG
024	MANUFACTURING	8-12	F A LYON	745 3181	GWC
024	MARKETING	BY APPT	J MARLAN VELLA	298 4181	IBM
024	OFFICE PRODUCTS DIVISIONS	BY APPT	J MARLAN VELLA	298 4181	IBM
024	PERSONNEL	BY APPT	WENDELL BEARD	582 9211	DEI
024	PERSONNEL	BY APPT	JACK CROFT	296 6611	GDC
024	PERSONNEL	BY APPT	JAMES BURY	279 5100	MLI
024	REAL ESTATE-INSURANCE-FINANCE	9-3/BY APPT	THOMAS CRIST	236 1555	JBC
024	RETAILING	BY APPT	TERRY WILLIAMS	583 3111	WSC
024	SALES	BY APPT	J WOOD	238 1244	JWA
024	SALES	BY APPT	S HUDSON	238 1244	JWA
024	STOCKBROKER	2-3/BY APPT	DENNIS COSTARAKIS	234 2792	MLB
024	TREASURER/ACCOUNTING	BY APPT	BILL FISCHER	582 9211	DEI
024	V P FINANCE	BY APPT	BILL FISCHER	582 9211	DEI
03	CREATIVE ARTS				

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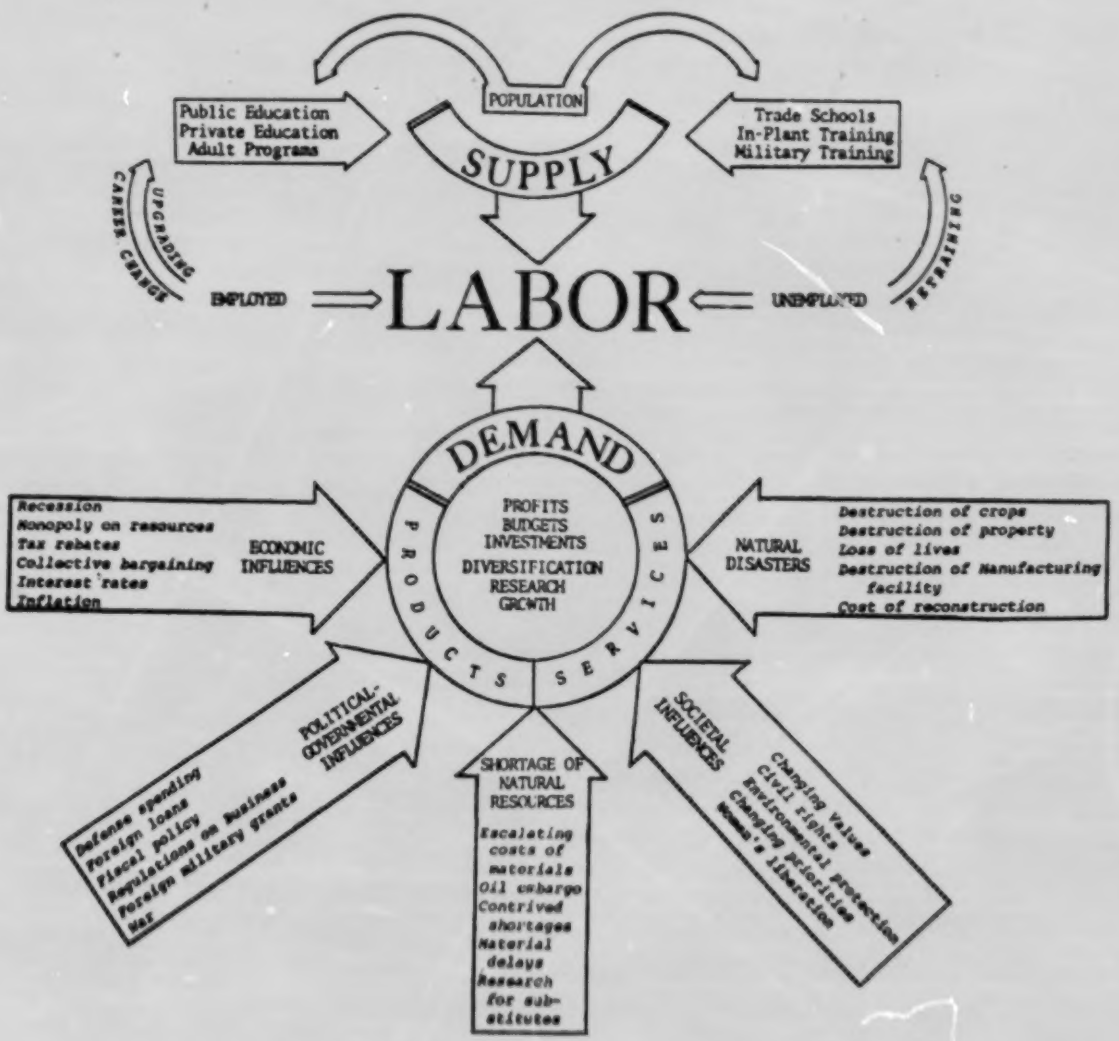
INDIVIDUAL STUDENT OBSERVATION

THIS SECTION CONTAINS INFORMATION CONCERNING ORGANIZATIONS WHO WILL ACCEPT STUDENTS TO OBSERVE IN THEIR ORGANIZATION FOR A SPECIFIED LENGTH OF TIME. THE FOLLOWING INFORMATION IS INCLUDED: OCCUPATION CLASS AND TYPE OF SERVICE (COLUMN 1), CAREER AREA (COLUMN 2), DURATION OF THE OBSERVATION (COLUMN 3), TIME OF DAY DURING WHICH THE OBSERVATION MAY BE MADE (COLUMN 4), NAME OF THE CONTACT PERSON FOR EACH ORGANIZATION (COLUMN 5), PHONE NUMBER OF THE CONTACT PERSON (COLUMN 6), AND PARTICIPANT'S CODE (COLUMN 7).

01 AGRICULTURE					
015	CITURS AGRICULTURE (FIELD)	4 HRS/8-4	DON GEHRIG	745 5155	PCA
015	CITRUS AGRICULTURE (PROCESSING)	4 HRS/8-4	BOB SIEMONS MGR	745 5155	PCA
02 BUSINESS					
025	ACCOUNTING	3 HRS/8-2:30	MRS DASHA DRAB	232 4232	SBT
025	ACCOUNTING	ONCE/BY APPT	VIRGINIA G NIEMI	278 2501	SDC
025	ACCOUNTING	3 HRS/BY APPT	RAY V WILLARDSON	236 1110	SEI
025	ACCOUNTING	1 HR/9-5:30	MR DALTON	565 1212	SOS
025	ACCOUNTING	4 HRS/8-4:30	ROBERT J GREENWELL	757 7525	SWA
025	BUSINESS	4 HRS/9-12	MR STEVENS	583 3953	CCC
025	BUSINESS	BY APPT	DAVID E MILLER	239 2276	SGC
025	BUSINESS	TBA/8-5	STAFF	270 0772	USA
025	COMPUTER CENTER	3 HRS/8-2:30	MRS DASHA DRAB	232 4232	SBT
025	CONTROLLER/ACCOUNTING	1-3 HRS/BY APPT	MR GRUENSTERN	582 9211	DEI
025	CREDIT	1-3 HRS/BY APPT	ARLENE SMITH	582 9211	DEI
025	DATA PROCESSING	1-3 HRS/APPT	MR CUNNINGHAM	582 9211	DEI
025	ENGINEERING-INDUSTRIAL	1-3 HRS/APPT	MR LAPP	582 9211	DEI
025	FINANCE	OPEN/9-2	MR CRIST	236 1555	JBC
025	HOTEL MANAGEMENT	8 HRS/9-5	MR ALSDORF	291 6400	SIA
025	INSURANCE	4 HRS/8-4:15	EVA CRUTCHFIELD	566 1600	AIC
025	INSURANCE	1 DAY/8-4	MR KOCH	298 8881	INA
025	INSURANCE	OPEN/9-2	MR CRIST	236 1555	JBC
025	INSURANCE (SALES)	1 1/2 HRS 8:30-5/BY APPT	MR ROOTHOFF	238 1244	JWA
025	INSURANCE OFFICE OPERATION	A M	MR KNAPP	232 2171	FFA
025	MANUFACTURING	1 HR/9-12	MR LYON	745 3181	GWC
025	MORTGAGE BANKING	OPEN	KEITH D TUTTLE	287 7660	PMF
025	OFFICE	6 HRS/9-3	MS LEE	262 7552	CCB
025	PERSONNEL	1-3 HRS/BY APPT	MR BEARD	582 9211	DEI
025	PRODUCTION	6-7 HRS/8-2:30	MS LEE	262 7552	CCB
025	REAL ESTATE	OPEN/9-2	MR CRIST	236 1555	JBC
025	RETAIL OPERATIONS	TBA	MS SIMMS	583 3111	WSC
025	SALES	8-9 HRS/7-3:30	MS LEE	262 7552	CCB
025	TREASURER/ACCOUNTING	1-3 HRS/BY APPT	MR FISCHER	582 9211	DEI
03 CREATIVE ARTS					
035	DESIGN DRAFTING	ONCE/BY APPT	VIRGINIA G NIEMI	278 2501	SDC
035	ILLUSTRATING	ONCE/BY APPT	VIRGINIA G NIEMI	278 2501	SDC
04 ENGINEERING					
045	CIVIL ENGINEERING	2 HRS/BY APPT	R A SUMMERS	565 5585	CED
045	CIVIL ENGINEERING	OPEN	MR SLAYTOR	291 0707	REC
045	ELECTRICAL ENGINEERING	4 HRS/8-4:30	ED MYERS	757 7525	SWA

By Raymond I. Matzelle



THE DYNAMICS OF LABOR MARKET FORECASTING

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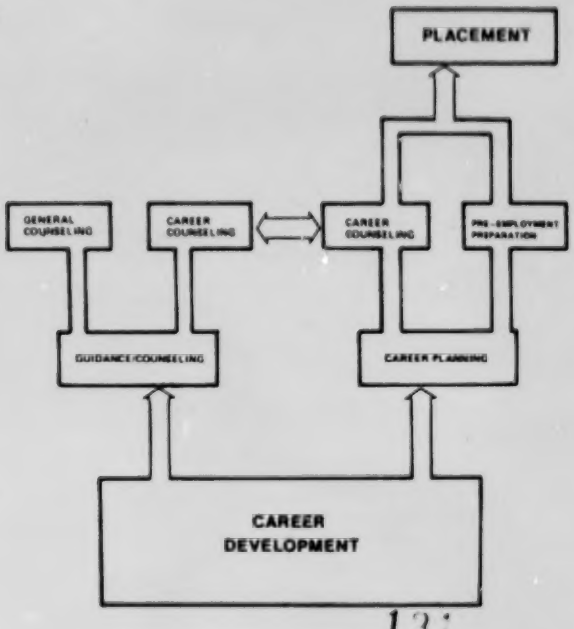
CAREER DEVELOPMENT SERVICES

According to Donald Super (1974), career development is "an ongoing developmental process throughout the person's lifetime involving progressively consistent and realistic career choices and the acquisition of career choices, competencies and attitudes." A comprehensive career assistance and placement service with a goal of furthering a student's career development would then be concerned with providing services from early career choice assistance to assistance in placement into higher education or a job consistent with a student's career goals. This kind of service requires, in the case where the persons charged with placement responsibilities and career counseling responsibilities are not the same person, a close working relationship between counseling and placement.

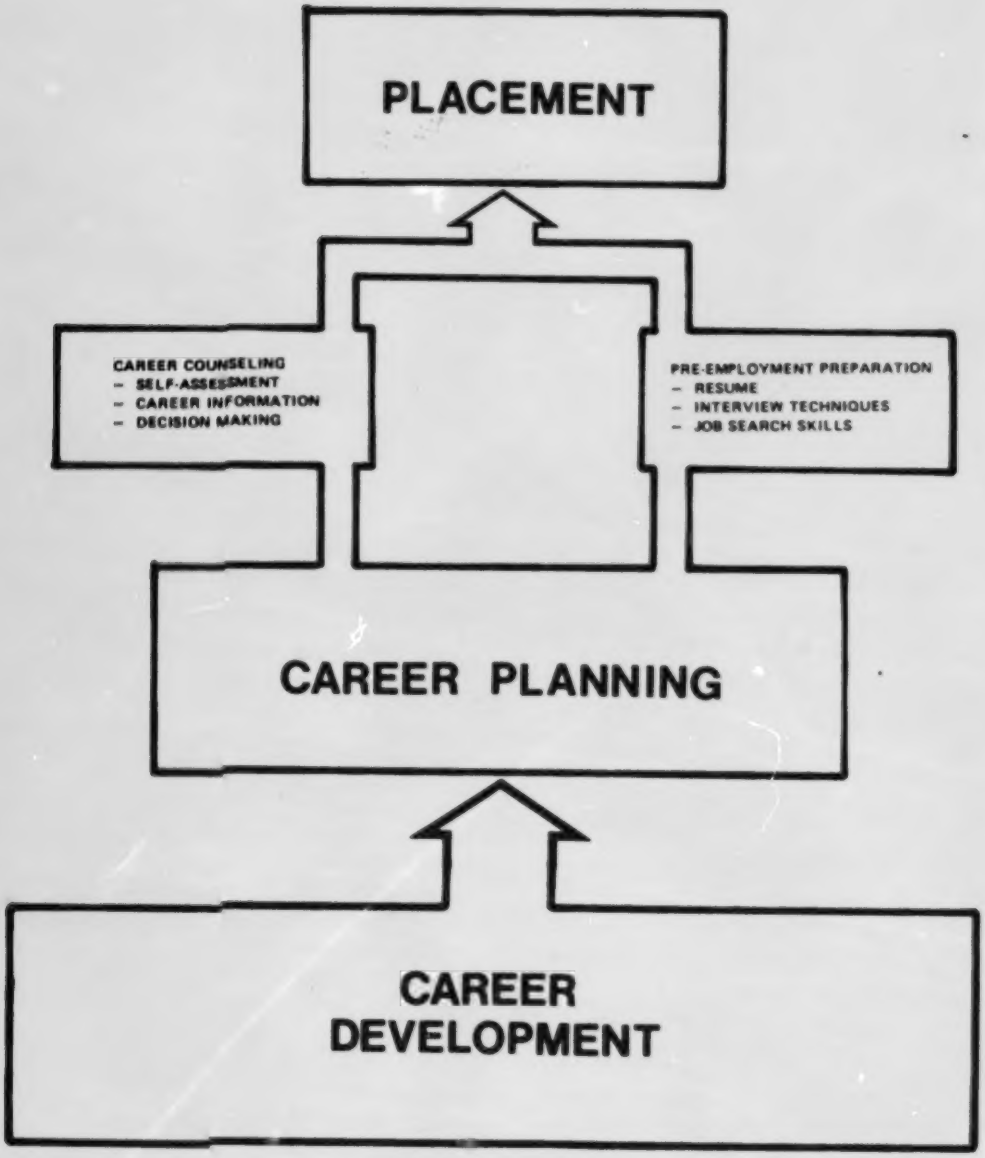
CAREER PLANNING: Placement or Counseling?

The interrelationship between the two departments is illustrated in the figure below.



131

The types of career planning activities for which the placement program may be concerned are pre-employment preparation and career counseling.



The extent to which career counseling processes are integrated into the placement program will depend on philosophy, position responsibilities, and staff involved within each school. For maximum effectiveness to students, however, the working relationship between the departments involved should be clearly defined.

Areas of mutual concern can be expressed:

Defining the Relationship Between Counseling and Placement

Needs Assessment

Career Information

Serving Students with Special Needs

DEFINING THE RELATIONSHIP

The potential for collaboration between placement and counseling staffs to further student career development can best be realized when the individuals involved have reached agreement on their respective roles. This agreement can then be expressed in a clearly-defined referral policy for the school. A beginning step would be to identify the specialized competencies and services of the respective staffs.

With this mutual understanding of services, the most effective working relationship for the specific school can be developed. Barbara Kirk (1965) suggested the following guidelines in establishing a referral policy between counseling and placement:

Placement staff refers to counseling staff:

- Students who are uncertain of their direction and who may benefit from self-assessment, including those who

Do not know what kind of job to look for

Do not know what there is within themselves which needs fulfillment in work

- Students who need assistance in building decision-making skills
- Students who have had interpersonal difficulties in temporary or other work

Counseling staff refers to placement staff:

- Those students who need incidental work to finance their education
- Students who need exploratory work situations to aid in definition of a career goal
- Students in the process of defining career goals who need information on employers and specific career opportunities to make their thinking more concrete
- Students who are ready to implement career plans developed through the counseling process

Once the basis of the counseling-placement relationship is established, the departments can develop the best strategy of cooperation to meet student career needs.

NEEDS ASSESSMENT

In order to facilitate a smooth efficient response to student needs, an organized system of needs analysis is important. Early identification of students who have need of career counseling and are looking for work will enable counselors and placement persons to respond at the proper time. Also important is the identification of special groups of students such as minority students and the physically, mentally, or emotionally limited students for whom

programs can be provided to assist in their career development.

Three considerations in needs assessment are:

Basic questions

Additional items

Procedures

To identify development needs, certain basic questions need to be asked, including the following concerns:

- Present educational plans
- Degree of certainty about those plans
- Future career goals
- Degree of certainty about future plans
- Need for present or future placement assistance
  - Part-time employment
  - Work experience
  - Full-time employment
  - Educational placement
- Career limitations (physical, mental, emotional, or economic handicaps)

Additional items might be included to identify potential dropouts or special career concerns:

- Geographic location preferred after leaving school
- Identification of special career needs (women, minorities, veterans, disadvantaged)
- Alternate career plans or interests

- Perceived obstacles to graduation
- Estimates of abilities
- Estimates of grades

Procedures followed to ask these questions would necessarily vary from high school to community college. In the high school, a logical point in time to get responses to the basic questions would be when the students enroll for each semester. A good possible alternative to an early semester contact is when the counselors meet with the students for class registration for the following semester. Information on need for full time permanent work can be obtained when graduation requirements are verified.

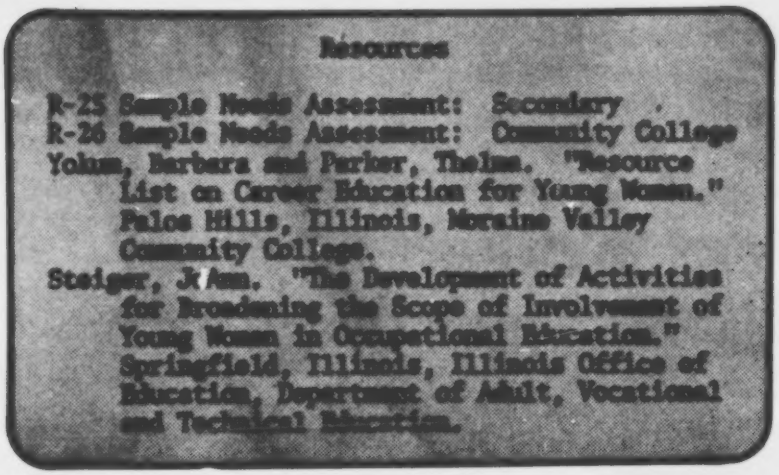
In the community college, basic questions can be included in the application for admission. The next logical point in time to gather this information would be by the counselor when the student decides to change a program of study or when the student decides to drop out. Another is when the student petitions for graduation. Finally, not to be overlooked, is information that can be gained from follow-up procedures which might indicate further need of career counseling or job placement.

To meet general and specific needs identified through assessment, placement, counseling, and instructional departments can cooperate to produce a systematic program of career development services. The scope of possible activities ranges from individual student interaction with staff on the campus through placement coordinator talks to classes, individual and group counseling sessions, and short-term seminars to regular credit classes. Student workbooks, individualized

audiovisual packages, and units for integration into regular classes have also been successful. The form such activities take is often limited only by imagination and energy of staff involved.

A new priority in the delivery of career development services has become expanding the career options of students beyond traditional expectations. Efforts aim at the elimination of sex stereotyping for female and male students, and they may be conducted as special activities or integrated into existing elements of a systematic approach to career development. Basic elements of most approaches include:

- Self-awareness and self-assessment
- Decision-making process
- Career information and exploration
- Job search and maintenance


Resources
R-25 Sample Needs Assessment: Secondary
R-26 Sample Needs Assessment: Community College
Yokum, Barbara and Parker, Thelma. "Resource List on Career Education for Young Women." Palos Hills, Illinois, Moraine Valley Community College.
Steiger, JoAnn. "The Development of Activities for Broadening the Scope of Involvement of Young Women in Occupational Education." Springfield, Illinois, Illinois Office of Education, Department of Adult, Vocational and Technical Education.

CAREER INFORMATION

Self-information is of primary initial importance in career

development; however, this is not sufficient for realistic career decision making. Career information that is accurate, reliable, and current must be available. It is at this point that a well-run career resource center becomes so valuable.

Components of comprehensive career centers include: individual appraisal, career planning, occupational information, educational information, career counseling, and placement services. Career centers supplying these services are consonant with the five steps to employment:

- Making an appraisal of one's own capacities
- Seeking occupational and educational information
- Obtaining counseling
- Obtaining training or education
- Obtaining placement and follow-up (Jacobsen, 1974)

Some of the specific activities that tend to make career centers effective include:

- Active public relations programs
- An open door policy
- Career counseling
- Placement services
- Availability of a career aide
- Allowance for individual use

Note especially that a shift from dispensing information to self help and the full use of a career aide to operate the center are key concepts. Detailed information on the establishment of career

centers from which these comments were taken can be obtained from the American Personnel and Guidance Association publication Guidelines for Establishing a Career Information Center, and from a filmstrip titled High School Career Center by Thomas J. Jacobsen.

Computer systems are increasingly being utilized in career centers for career development assistance. Although no commercial program (without special local adaptation) has a subsystem that lists specific job openings, other career development components of occupational information, educational information, and a means of educational and occupational exploration are included. At present it seems that only three commerical programs have survived out of the many that were proposed a few years ago. These programs range in amount of student personal interaction from very little with the Guidance Information System of Time Share, to considerable student involvement in value clarification with Educational Testing Services' System for Interactive Guidance. Actual costs also very considerably depending on the system and equipment utilized. It is best to contact representatives directly to get a cost estimate. For an excellent article covering several computer systems and a discussion of the important variables of concern to consider when choosing a system, see the article titled "Computer-Based Systems for Career Guidance and Information: A Status Report" by Arthur M. Kroll in Focus on Guidance, Volume 5, Number 10, June 1973.

A selected list of career resources for use by staff is arranged alphabetically in Resource R-27. Included are bibliographies and other published sources of career information which may be useful in development of a local or area career resource center. The target

groups for these materials are high school seniors, college students, and adults. Many of the materials suggested are the same as those used in high schools. However, for information pertaining more directly to high schools, many sources are available, including the Career Resource Laboratory at Eastern Illinois University in Charleston. Indiana also has established a Career Resource Center in South Bend to assist their high schools in developing career programs; services include a mobile van for consultation visits to local schools. Indiana's experts will serve non-resident institutions and charge only for travel expenses. Note also the establishment of the Comprehensive Illinois Occupational Educational Demostration Center in the Joliet (Illinois) Public School System.

Resources

R-27 Selected Staff Resources: Career Information

R-29 Computer Guidance Systems: An Outline

Career Resource Laboratory
Eastern Illinois University
Charleston, Illinois

Indiana Career Resource Center
1201-1209 S. Greenlawn Avenue
South Bend, Indiana 46615
(219/289-2851)

SERVING STUDENTS WITH SPECIAL NEEDS

In striving toward a comprehensive approach to career development, attention should be given to those student groups with special career needs. Factors which may influence the program of career assistance

and placement services can cross the lines of the various labels attached to student groups.

- The dropout or potential dropout traditionally has more difficulty than a school graduate in gaining employment. While more direct placement assistance may be needed, special effort may also be required to identify and reach these persons. Groups frequently identified as potential dropouts include:

  Disadvantaged

  Minorities

  Handicapped

- Limitations to career aspirations may be placed on students by physical or psychological factors. These students may base their career goals on real or perceived stereotypes with inadequate regard for individual abilities, interests, and values. Special efforts may be needed to help these students expand career options.

  Minorities

  Women

  Handicapped

- Employers look to the schools for assistance in meeting their special employment needs and responsibilities. Some of these concerns are:

  Expanding opportunities for women and men in non-traditional career fields

  Affirmative action programs see schools as sources of qualified minority workers.

  Employment of veterans in response to federal priorities and the high veteran unemployment rate

  Increasing difficulty in finding workers for unskilled and semi-skilled jobs

Specific activities planned to meet special career needs will vary widely depending upon local conditions. Priority might be directed toward those students with a high incidence of failure in

the local setting. In general, the following approaches have been found successful in providing career assistance and placement services to special groups:

- Early identification of potential problems
- Provision of adequate information regarding career opportunities, requirements, and preparation
- Carrying out activities with active involvement of students, employers, cooperating school staff, higher education agencies, and community resource persons to provide exploratory experiences
- Relating the work and school worlds in every possible way
- Using successful role models
- Group guidance activities: role-playing, simulated interview, use of commercial or locally directed audiovisual materials
- Actively encouraging employers to provide opportunities for students with special needs

Resources

See CAREER DEVELOPMENT SERVICES Section "Suggested Activities for Special Student Needs"

SUGGESTED ACTIVITIES

FOR SPECIAL STUDENT NEEDS

ACTIVITY	RESOURCES
1. Provide dropouts with career placement assistance which recognizes their freedom to determine their own lifestyle. Try to anticipate dropouts by early identification and career planning help. • Be aggressive in reaching and offering services to those who have already left school. Personal phone calls, visits, or letters are usually more effective than flyers. • Do not try to "hard sell" them on returning to school. Let them know the door is open for their return but help them where they are ready to accept help now. • Standardized withdrawal procedures, preferably interviews, help to assess needs and maintain contact for early placement help.	R-32 Job Placement Service for Dropouts R-25 Sample Needs Assessment: Secondary Information on alternative education programs, General Equivalency Diplomas, and College Level Examination Programs is handy to have available in addition to job help. R-49 Exit Interview Format
2. Contact the staff of any special programs at your school to learn the employment-related needs of individuals or groups served. Reach agreement on cooperative efforts in job development, sharing of job orders, referral of students, pre-employment preparation.	
3. Become familiar with sources of information and co-operation. Identify local organizations with which to coordinate efforts.	R-30 Organizations Serving the Disadvantaged and Handicapped R-31 Labor Force Report: Graduates and Dropouts R-27 Selected Staff Resources: Career Information R-36 Veteran's Career Needs: Selected Resources
4. Keep special needs of groups or individuals in mind while contacting employers. Identify those who may need minority workers in non-traditional fields or have a special commitment to hiring the handicapped. Specific questions on surveys or personal visits can also uncover potential jobs for	R-58 Employer Visitation Summary R-55 Employer Survey With Return Mailer

ACTIVITY	RESOURCES
unskilled workers. Employer organizations may request interested members to contact the placement office regarding these concerns.	
5. Work with school staff, local colleges, community groups, and/or interested employers to overcome limitations to student career aspirations. Plan and conduct activities designed to expand career awareness and decision-making abilities of girls and women, minority groups and handicapped students. Possible approaches include: • Seminars or group counseling sessions to help understand the reasons for career problems (lack of career information, inadequate job search skills, discrimination) and to develop needed interpersonal skills. The use of role models provides needed encouragement and support. • Sponsorship of a special career day in which employers speak on career opportunities, provide successful role models in non-traditional fields, and/or demonstrate duties of unusual occupations. • Day-on-the job experiences or tours hosted by employers to explain opportunities in non-traditional fields.	R-33 Special Needs Career Conference R-34 Minority Professional Program R-35 Life/Career Planning Seminar for Women A good source of realistic information (brochures, reprints, labor highlights, etc.) is: Women's Bureau, U.S. Department of Labor, Employment Standards Administration Washington, D.C. 20210 See CAREER DEVELOPMENT Section "Suggested Activities for Pre-Employment Preparation"

PRE-EMPLOYMENT PREPARATION

Virtually all of the exemplary career assistance and placement programs studied in the development of this model supported the claim that pre-employment preparation of students constitutes an essential factor in their success. A variety of terms have been used to describe these efforts: employability skills, job readiness training, and job survival skills. The basic goal of all successful programs studied is to help students develop the competencies needed to seek, obtain, and retain employment.

BASIC ELEMENTS

The elements most frequently included in programs of pre-employment preparation are:

- Orientation to school and community placement services.
  For example:
  Location of offices
  Description/discussion of services offered
  Explanation of contact procedures
  Examples of forms used
  Personal or audiovisual introduction of staff

- Overview of the labor market and of potential problems in getting a job.
  For example:
  Use of occupational clusters to study related jobs
  How and where employment and training opportunities are listed
  How to use newspaper want ads effectively
  Legal, physical, or other requirements for jobs
  Union membership or apprenticeship requirements

- Self-understanding.
  For example:
  Interest, ability, and aptitude testing
  Exploration of values and decision-making methods
  Inventory of assets including functional experience and skills, special interests, academic record, enjoyable achievements
  Data-people-things approach to preferred work environment
  Exploration of preferred "people environment" via Holland's typography (realistic, investigative, artistic, social, enterprising, conventional)

- How to organize and conduct a job search.
  For example:
  Developing a resume or personal data sheet
  Obtaining and presenting appropriate references
  How to use school credentials services
  Preparing a list of questions to ask the employer
  Anticipating questions the employer may ask
  Conducting exploratory, or information-only, interviews with employers to learn about the field

- Methods and skills used in approaching employers.
  For example:
  Writing letters of application
  Contacting employers by telephone with or without a known opening (students can role-play these situations)
  Mock interviews can be critiqued by a class for good and bad points (perhaps with help of an employer resource person)
  Use of body language and personal appearance to create positive impression

- Developing skills needed to retain employment and to advance to more desirable positions.
  For example:
  Explore the economics of tardiness and absenteeism
  Career ladder possibilities of various job clusters
  Philosophy and mechanics of unemployment compensation
  Eliminate misconceptions about possible payroll deductions: taxes, social security, union fees, etc.

Resources

R-37 Employability Skills

R-38 Selected Pre-Employment Preparation Materials

R-39 Pre-Employment Preparation: Performance Objectives

See CAREER DEVELOPMENT Section "Suggested Activities for Pre-Employment Preparation"

DELIVERY APPROACHES

A broad range of approaches utilized successfully in delivery of these services include: full-length classes, modules integrated into regular classes, three to nine-session special seminars, three hour to one day workshops or clinics, a series of separate events, and a regularly meeting club for job seekers. Activities may be directed toward secondary or post-secondary students as well as adults of all ages. Regardless of the approach used, the following recommendations may prove useful in development of local activities:

- Activities and materials should be realistic and directly applicable to the population served
- Materials developed should be adaptable for individual study and small group or classroom instruction
- Materials should be appropriate and attractive to the population served
- Principles of learning should be applied by involving as many senses as possible on the part of students
- A variety of local resources may be utilized to increase effectiveness

  Employers may conduct or role-play interviews with students

  Examples, exercises, outlines may be presented with audiovisual instruction

  Wherever possible, draw materials from the real world: company applications, social security cards, newspaper want ads, etc.

  Effective communications and public relations efforts are essential to reach the students. Support of employers and faculty gained through these efforts benefit the entire career placement program

A rapidly growing number of commercial materials are available for use in pre-employment preparation activities. These may vary widely in format, content, recommended age level, occupational areas, and cost. It is recommended that schools considering purchase of such materials review them with the above criteria in mind.

Resources

See CAREER DEVELOPMENT Section, "Suggested Activities for Pre-Employment Preparation"

R-40 Career Planning Course Outline

R-41 Job Readiness Program

R-42 Pre-Employment Kit for Students

R-43 Resume Outline

R-38 Selected Pre-Employment Preparation Materials

SUGGESTED ACTIVITIES

FOR PRE-EMPLOYMENT PREPARATION

ACTIVITY	RESOURCES
1. Become familiar with topics, materials, and resources for planning activities.	R-37 Employability Skills R-38 Selected Pre-Employment Preparation Materials
2. With the help of the advisory committee, cooperating staff, and students, develop a plan for assisting students to seek, obtain, and retain employment. Methodology, staff involvement, and time schedules should be considered.	R-39 Pre-Employment Preparation: Performance Objectives R-40 Career Planning Course Outline R-41 Job Readiness Program
3. Design specific group or classroom activities to develop student skills in pre-employment preparation. Employer resource persons can be very helpful. Want ads can be clipped by students and used in role-playing telephone contacts and interviews, in practicing letters of application, or in learning common employment terms.	Classified newspaper want ads
• Have students conduct information-only interviews with employers to learn about career fields, entry requirements, and interviewing techniques. Standardized reports may be added to placement office resources.	Yellow pages of telephone book Old placement office job orders
• Completing actual application forms can lead to discussion of unexpected or problem questions as well as differences between various personnel offices.	Application forms from local employers R-45 What You Need to Know to Fill Out An Application Form
• Students can exchange completed applications and review for neatness and accuracy or use to role-play interviews.	

SUGGESTED ACTIVITIES

	ACTIVITY	RESOURCES
	Promotional brochures, annual reports, and recruiting material provided by employers can lead to discussion of (1) various fringe benefits; (2) methods of preparing for interviews; and (3) the variety of jobs in different types of companies.	Free company literature
4.	Prepare outlines, examples, and exercises for use by students in preparation for employment.	R-42 Pre-employment Kit for Students R-43 Resume Outline R-44 Letter Writing Career Tips R-45 What You Need to Know: Application Forms R-46 Your First Pay
5.	Keep updated supplies of free materials available from companies, colleges, unions, professional and trade organizations.	R-28 Two Requests for Career Materials R-91 Request for Additional Company Literature

SAMPLE NEEDS ASSESSMENT: SECONDARY

STUDENT SURVEY - CAREER ASSISTANCE AND PLACEMENT SERVICES

A placement office can help you with job information and the job outlook in the Joliet area. It can also list job openings that are available and skills needed to get a job.

This survey is to determine which services would be most helpful to you and other students when the Placement Service is in operation in your building soon.

PLEASE CHECK THE BEST ANSWERS FOR YOU

1. My present career plans after high school are:
   (Check one or more)
   _____ to work part time
   _____ to work full time
   _____ to attend junior college
   _____ to attend a four year college
   _____ to enter an advanced training program (nursing, apprenticeship, etc.)
   _____ uncertain
   _____ other, what?_____

2. _____ I want information about jobs and the job outlook in the Joliet area.

3. _____ I want information on interviewing and filling out job applications.

4. I will want information about:
   (Check one or more)
   _____ full time jobs
   _____ part time jobs
   _____ summer employment

5. _____ I would be interested in volunteer work now to gain experience.

6. _____ I want information on financial aids, scholarships, and loans.

7. _____ I would like additional help in career planning or career information. Describe the help you need in these areas.

   _____

   _____

   _____

   _____

   _____

   _____

8. _____ I have special skills or past work experience. Describe below.

   _____

   _____

   _____

   _____

   _____

Mrs. Anna Ernst - Placement Coordinator
2-02-76

Source: Joliet Township High Schools
Joliet, Illinois

SAMPLE NEEDS ASSESSMENT: COMMUNITY COLLEGE

STUDENT SURVEY - CAREER DEVELOPMENT

Course Title _____

Age: ___18-20 ___21-25 ___26-29 ___30-39 ___40 or over

Indicate highest grade level completed (circle): 9 10 11 12 13 14 15 16 above 16

Why are you attending Triton classes?
- ____ a. To learn skills needed to find a job
- ____ b. To develop or update skills needed to gain more income
- ____ c. Personal interest or self-improvement
- ____ d. Other (explain) _____

What is your educational goal?
- ____ a. Plan to take this course only
- ____ b. Plan to take several courses but not to earn a degree
- ____ c. Plan to earn a one-year certificate
- ____ d. Plan to earn a two-year associate degree

Do you eventually plan to work toward a four-year (or higher) degree? ___Yes ___No

Do you expect to take additional courses at Triton? ___Yes ___No

What is your major (curriculum or area of interest)? _____

How many semester (class) hours are you now taking at Triton? (Include this class)
____3 or less hrs. ____4-6 hrs. ____7-11 hrs. ____12 or more hrs.

Is your education being financed by:
- ____ a. Salary or wage income
- ____ b. Personal savings
- ____ c. Money from parents or relatives
- ____ d. Financial aids or student loans

Are you now employed? ___Yes ___No Is this job in your desired field? ___Yes ___No
If "yes", how many hours per week do you work?
____5-10 hours ____11-20 hours ____21-30 hours ____31-40 hours

If "no", when do you expect to enter the labor market?
____January 1975 ____June or August 1975 ____1976 ____ after 1976

Are you in need of a job now? ____Yes ____No
If "yes", do you want full- or part-time employment? ___Full-time ___Part-time

Do you have a definite career plan (know the kind of work you want to pursue)? __Yes __No
If "yes", what type work? ____clerical/secretarial ___production work
____management ____sales ____technical ____health service ____other

When you are ready for a job, what is more important to you? (Rank in order of importance)
- ____ An opportunity to use your best skills
- ____ Amount of money earned
- ____ Amount of interest the job holds for you
- ____ Personal satisfaction derived from the work
- ____ Fringe benefits (Vacation, sick leave, tuition reimbursement, etc.)
- ____ Location

Do you plan to live and work in this immediate area? ___Yes ___No

What is the maximum time you are willing to spend to reach your job?
____15 minutes ___30 minutes ____one hour ____one and a half hours

Do you feel that a placement service, to help students develop career plans and locate employment should be provided by the college? ___Yes ____No

Would you take advantage of such a placement service offered at Triton? ____Yes ____No

Please give any suggestions you have on how Triton could help you in developing career plans. (Use reverse side if necessary) _____

Source: Triton College

(Developed by members of a graduate class in educational administration, fall 1974)

CAPS • Resource

SELECTED STAFF RESOURCES: CAREER INFORMATION

A Bibliography of Career Education and Occupational Information, Area Guidance Center, Montcalm Community College, Sidney, Michigan 48885, 57 pp., $2.50, paper.
Lists sources of bibliographies, directories and indexes, books, information services, career kits, plus a section on addresses for obtaining free materials.

A Guide to Federal Laws Prohibiting Sex Discrimination, U.S. Commission on Civil Rights (Clearinghouse Publication No. 46), Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 1974, $1.40.
The booklet describes the major provisions of each law and regulation, and the complaint procedures established under law.

A Handbook For Career Guidance Counselors, Prepared by University of Illinois, Department of Vocational and Technical Education, College of Education, Urbana, IL, 200 pp., 1974, white binder.
Objective materials and forms for the Counselor-Coordinator.

A Job at the End, National Board YWCA, New York, 100 pp., 1975, $2.50 paper.
Guidelines for teen counseling, training, and career development.

American Vocational Journal, American Vocational Association, Inc., 1510 H. Street, N.W., Washington, D.C. 20005, number of pages varies. Magazine: Published monthly September-May, (all members of Association receive journal free), $8.00/year domestic, $20.00 /year foreign, single copies $1.00 each.
Elaborates on professions, schools, developments in jobs/ education. Presents new issues monthly on careers, the job market, counseling and various other articles related to these subjects.

Bibliography of Occupational Information, Janice Wieckhorst, Reader Service Department, University of Northern Iowa Library, Cedar Falls, Iowa 50613, 88 pp., August 1974, $3.00, paper.
Contains collections on individual careers, job hunting, government employment, and career-related reference information.

Career Awareness Project (CAP), Business & Professional Women's Foundation, 2012 Massachusetts Ave., NW, Washington, D.C., 52 pp., 1975, $2.50, red binder.
A program guide for developing activities to foster career exploration of students.

Career Guide to Professional Associations, compiled by the Carroll Press, 43 Squantum Street, Cranston, RI 02920, 276 pp., 1976, $8.95, paper.
A directory of organizations by occupational field, arranged according to the D.O.T. system.

Career Self Analysis, Craven and Muraski, D & E Publishing Co., 22042 Rockport Lane, Huntington Beach, CA 22042, 117 pp., 1974, $4.00, paper.
Designed to help the student analyze himself with regard to six basic factors of career development.

(over)

College Graduates and Jobs, The Carnegie Commission on Higher Education, McGraw Hill, New York, NY, 242 pp., 1973, $4.50, paper.
Explores realistically the situation of surpluses of college educated persons, and how it affects the job market for college graduates.

Counseling Girls and Women, A Guide for Jewish and Other Minority Women, B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., Washington, D.C. 30036, 42 pp., 1973, $2.00, paper.
Presents programs offering a realistic picture for women pursuing careers.

Counselor's Career Guidance Manual, Regional Occupational Program, California Pilot Career Guidance Center, Superintendent of Schools, Department of Education, San Diego County, CA, 200 pp., 1972, blue binder.
Materials that explain and illustrate the relationship of Ovis, View and DOT.

Counselor's Comparative Guide to American Colleges, Cass, James, and Birnbaum, Max, Harper & Row, New York, NY, 814 pp., 1976, $12.50, paper.
A guide specially designed for counselors, includes all institutions offering post-secondary education and training programs with information on the academic atmosphere of each.

Counselor's Information Service, B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., Washington, D.C. 30036, $9/year.
A quarterly annotated bibliography of current literature on educational and vocational guidance.

Educator's Guide to Free Guidance Materials, Educator's Progress Service, Randolph, WI, $10.45, annually.
Lists 1,377 selected free audio-visual and other guidance aids.

Facilitating Career Development, An Annotated Bibliography, II, State of Illinois, Board of Vocational Education & Rehabilitation, Division of Vocational and Technical Education, 267 pp., 1974, paper.
Annotates articles on subjects of career education, computer based guidance systems, career education conferences and workshops, measuring vocational behavior, research, and locally developed programs.

Fair Employment Practices, Commerce Clearinghouse, Inc., Chicago, IL 60646, 95 pp., 1973, $2.50, paper.
A guide to equal rights law in the field of employment.

Index to Publications of the Manpower Administration, U.S. Department of Labor, Manpower Administration, Rm. 10225, Patrick Henry Bldg., 601 D. Street, NW. Washington, D.C. 20213, single copy free, January 1969 through June 1974, 42 pp.
Current and out-of-print publications are listed under 72 headings.

R27

Information Service in Guidance, Norris, Willa et al., Rand McNally & Co., Chicago, IL, 580 pp., 1972, $11.95.
A standard text on occupational, educational and social information.

Inform, National Career Information Center, American Personnel & Guidance Association, 1607 New Hampshire Ave.,NW, Washington, D.C., $25/year, $15/year if APGA member.
A monthly newsletter identifying relevant career information sources. A special emphasis on materials not normally seen by counselors and on new careers. Also includes career resource bibliographies.

Journal of College Placement, College Placement Council, Inc., P.O. Box 2263, Bethlehem, PA 18001, $35/year.
Articles on placement and career planning. The "career media" section reviews recent publications related to careers.

Knowledge Needed To Obtain Work, Jacobson, Thomas J., Science Research Associates, Chicago, IL, 200 pp., 1974, $50 (school price).
Sample forms and visual aids for illustrating the procedures for finding employment opportunities, filling out applications, and taking tests.

Making Vocational Choices: A Theory of Careers, Holland, John, Prentice-Hall,Inc., Englewood Cliffs, NJ 07632, 150 pp., 1973, $4.95,paper.
Discusses this authors theory of vocational choice and development.

Manual for Users of Standardized Tests (MUST) Kirby, J.K., Culp, W.H., and Kirby,J., Scholastic Testing Service, Bensenville, IL, 180pp., 1973, $5.95, paper.
Primer on necessary statistical concepts for understanding tests and examples of how to interpret tests. A section on ethical standards is included.

More Than a Job, Houston Community College System, Houston, TX, 177pp., 1975, free, paper.
Report on the planning of the Career Evaluation and Guidance Center at the Houston Community College.

1973-1974 Report Summary, The Commission for Women, American Personnel & Guidance Association, 1607 New Hampshire Avenue,NW, Washington, D.C. 20009.
Includes selected bibliography reading suggested for counselors of girls and women.

NVGA Bibliography, Current Career Information, Publication Sales, APGA 1607 New Hampshire Ave., NW, Washington, D.C. 20009, 124 pp., 1973, $2.00, paper.
A compilation of listings from the current career literature and career film sections of the Vocational Guidance Quarterly, winter 1968 through December 1972.

Occupational Information: Where to Get it and How to Use it in Counseling and in Teaching, Hoppock, Robert, McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY 10020, 383 pp., 1976, $12.95.

Discusses what counselors and students should know about occupations and suggests a variety of sources of information and methods for filing it.

Occupational Manpower & Training Needs, Revised 1974, (bulletin 1824), Bureau of Labor Statistics, 9th floor, 230 S. Dearborn, Chicago,IL, 109 pp., 1974, $1.80, paper.

Relates occupational training to manpower needs in reporting future requirements and needs for workers in 240 white collar and service jobs.

Occupational Psychology, Super, Donald E., and Bohn, Martin J., Wadsworth Publishing Co.,Inc., Belmont, CA, 209 pp., 1970, $3.95, paper.

Knowledge leading to the matching of men and jobs and guiding human development in personnel, counseling, industry and education.

Personnel Selection and Placement, Dunnteet, Marvin D., Wadsworth Publishing Co., Inc., Belmont, CA, 239 pp., 1966, $3.95, paper.

Systematic procedures for gathering evidence about people, jobs, job behavior, and their interrelations.

Recommendations for Adult Career Resources, Adult Career Education Resources, Survey of B'nai B'rith Career & Counseling Serivces, 430 pp., 1974, paper.

Printed and A-V materials describing a wide range of jobs and occupations were retrieved and reviewed to provide a resource listing specifically designed for adult students. An annotated summary giving title, date, price, and reading level.

Resources for Career Development, Indiana Career Resource Center, 1201-09 S. Greenlawn Ave., South Bend, IN 46615, 141 pp., 1974, $3.00, paper.

Annotated references to printed materials, kits, game simulations, films, and materials related to career development.

Review and Analysis of Sources of Occupational Information for Career Education, Hills, Kenneth D., ERIC Clearinghouse on Vocational and Technical Education, Ohio State University, 1960 Kenny Rd., Columbus, OH 43210, 45 pp., 1973, $3.50.

An overview of occupational information and how to identify and assess kinds and sources.

Salary Survey, The College Placement Council, P.O. Box 2263, Bethlehem, PA 18001, 6pp., 1974-75, paper.

A survey, issued 3 times a year, covering job openings in a broad range of areas, except teaching, within business, industry, government, and non-profit and educational organizations.

Science & Engineering Careers-A Bibliography, Scientific Manpower Commission, A participating organization of American Association for the Advancement of Science, 1776 Massachusetts Ave., NW, Washington, D.C. 20036, 48 pp., 1974, $2.00, paper.
A bibliography of guidance materials, assisting young people, parents and counselors to obtain accurate information about careers in science and engineering.

Sex Fairness in Career Guidance: A Learning Kit, ABT Publications, 55 Wheeler St., Cambridge, MA 02138, 1975, $15.00.
Self-instruction package for becoming sensitized to sex bias and eliminating it in administering career guidance.

Starter File on Free Occupational Literature, Eisen, Irving and Goodman, Leonard, B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., Washington, DC 20026, 54 pp., 1975, $1.50, paper.
Lists 117 selected free pamphlets geared mostly to middle class students of ages 15-20. (DOT coded) Plus a list of 73 suggested readings and related references for career planning.

The Career Data Book, Flanagan, John C. and others, American Institutes for Research, Box 1113, Palo Alto, CA 94302, 397 pp., 1973, $5.00, paper.
Results from Project Talent. A five year follow-up study on the nature and development of the talents of young people.

Training the Woman to Know her Place: The Social Antecedent of Women in the World of Work, Division of Pupil Personnel Services, Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126, 25 pp.,
Gives suggestions for counselors of girls and women.

Vocational Guidance Quarterly, American Personnel & Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009, $10/year or $3 a copy.
Articles directly related to career counseling plus a section titled, "current literature", which lists recent materials categorizing by type of publication, giving vocabulary level with a rating of adequacy per NVGA standards. Also reviews current career films.

What Shall I Order for our Career Planning Library?, The College Placement Council, P.O. Box 2263, Bethlehem, PA 18001, 31 pp., 1976, $4.00 for non-members, paper.
A list of suggested publications grouped according to the size of the career library and amount of money one has to spend.

CAPS Resource

(GENERAL)

GENERAL ADMINISTRATION
DR. ARTHUR L. BRUNING
Superintendent
DR. LEROY HIPKINS
General Assistant Superintendent
CLARENCE D. STALLMAN
Assistant to the Superintendent
CHARLES H. BAIRD
Business Manager

Joliet Township High Schools
201 E. JEFFERSON STREET PHONE 727-5890
JOLIET, ILLINOIS 60432

HIGH SCHOOL PRINCIPALS
HAROLD A. MILLER
Central Campus
LEROY L. LESLIE
East Campus
DR. JOHN G. VANKO
West Campus
DIRECTORS
WILLIS G. SHAY
Vocational Education
ROBERT M. BEACH
Evening School and Federal Projects
JEANNE-MARIE VITULLO
Special Education

Dear Sir:

The three Joliet Township High Schools are heavily involved in career and vocational education. Each school has a Career Assistance and Placement Service (CAPS) which involves a career resource center and a career information counselor.

We need your help in keeping our students up-to-date with information about:

- Careers
- Post high school training programs
- Financial aids/scholarships
- Job preparation

If your firm or agency can furnish us with informational materials on any of the above topics, we would appreciate at least three copies so that each high school will have one.

Sincerely,

Willis G. Shay

Willis G. Shay, Director
Career and Vocational Education

(over)

CAPS • Resource

R28

(SPECIFIC)

Joliet Township High Schools

Dr. Arthur L. Browne, Superintendent

Joliet, Illinois

REQUEST FOR MATERIALS

TO:_____

The three Joliet Township High Schools are heavily involved in career and vocational education. Each school has a Career Assistance and Placement Service (CAPS) which involves a career resource center and a career information counselor.

We need your help in keeping our students up-to-date with information.

I would appreciate copies of the materials listed below.

PLEASE SEND TO: Willie C. Shay, Director
Career & Vocational Education
Joliet Township High Schools
201 E. Jefferson Street Rm. 216
Joliet, IL 60432

Source: Joliet Township High Schools
Joliet, Illinois

COMPUTER GUIDANCE SYSTEMS: AN OUTLINE

Listed below is an outline of the components of three available computer systems including the principal contact person.

NAME	SYSTEM COMPONENTS	CONTACT PERSON
Guidance Information Service (GIS) Grades 9-12	1. College selection and information. 2. Occupational selection and information. 3. Technical-specialized school selection and information.	Time Share Corp. 3 Lebanon Street Hanover, N.H. 03755 603-645-3640

NAME	SYSTEM COMPONENTS	CONTACT PERSON
Computerized Vocational Information System (CVIS) Grades 7-14	1. Guidance a. Vocational exploration, secondary and junior high (approximately 400 occupations) b. Four-year college selection (1667 colleges) c. Two-year college information d. Technical and specialized school information and selection e. Apprenticeship information f. Military information g. Local jobs information and selection (not actual job openings) h. Course registration (Administrative: Schedule changing, attendance reports and student records)	CVIS Distribution Ctr. Western Maryland College Westminster, MD 21157 301-848-1113

NAME	SYSTEM COMPONENTS	CONTACT PERSON
System for Interactive Guidance (SIGI) Community College Students	1. Value clarification and weighting, leading to a list of suggested occupational alternatives. 2. Information about occupations and capability for comparison of occupations on selected variables. 3. Prediction of success in training program which leads to occupational choice. 4. Planning for reaching occupational goals.	Dr. Martin Katz Educational Testing Service Box 592 Princeton, N.J.

Source: This information was taken from an unpublished paper titled "Computers in Guidance: A Status Report" by JoAnn Harris-Bowlsley, Western Maryland College.

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ORGANIZATIONS SERVING THE DISADVANTAGED AND HANDICAPPED

DISADVANTAGED

Federal Agencies (State and Local Offices)

1. Vocational Rehabilitation Agency.
2. Bureau of Indian Affairs.
3. Immigration and Naturalization Services.
4. Veterans Administration.
5. Employment Services.
6. Manpower Development and Training Administration.
7. Model Cities.
8. JOBS - National Alliance of Businessmen.
9. Job Corps.
10. National Youth Corps.
11. Community Action Program.

Education Community Groups (public and private)

1. Compensatory Education--ESEA Title I Program, Headstart ESEA.
2. Adult basic education.
3. Parent-Teachers Associations.
4. Private nonprofit schools.
5. Library services.
6. Opportunities Industrialization Centers.
7. Migrant.
8. Bilingual
9. Dropout prevention.

Institutions for the Neglected and Delinquent

1. Correctional institutions.
2. Reform schools.
3. Orphanages.
4. Foster homes.
5. Halfway houses.

Business/ Industrial Community Groups

1. Employers
2. Private employment agencies.
3. Trade/labor unions.

Special-Interest Groups

1. National Association for the Advancement of Colored People (NAACP).
2. Congress of Racial Equality (CORE).
3. Urban League.
4. League of United Latin American Citizens.
5. American GI Forum.
6. Service Employment Redevelopment.
7. Association of Mexican American Educators.
8. Indian Tribal Councils.
9. American Indian Education Association.
10. Churches.
11. Jewish Community Centers.
12. YWCA.

(over)

State Agencies (Local office)

1. Governor's Committee for Employment of the Handicapped.
2. Department of Welfare.
3. Public Health Agency.
4. Mental Health Agency.
5. State agency for the blind.
6. State Agency for the deaf.
7. Family service agency.

Private Nonprofit Organizations

1. Mental Health Association.
2. Mental Retardation Association.
3. Associations for the blind.
4. Associations for the deaf.
5. Crippled Childrens Society.
6. Veterans groups.
7. Goodwill Industries.

Citizens Organizations

1. Civic organizations such as Kiwanis, Lions, Rotary, Elks
2. Parents' organizations for specific handicapped groups.
3. Health professionals, such as physicians, psychologists, nurses.

HANDICAPPED

State Agencies (local office)

1. Governor's Committee for Employment of the Handicapped.
2. Department of Welfare.
3. Public Health Agency
4. Mental Health Agency
5. State agency for the blind.
6. State agency for the deaf.
7. Family service agency.

Private Nonprofit Organizations

1. Mental Health Association.
2. Mental Retardation Association.
3. Associations for the blind.
4. Associations for the deaf.
5. Crippled Chidrens Society.
6. Veterans groups.
7. Goodwill Industries.

Citizens Organizations

1. Civic organizations such as Kiwanis, Lions, Rotary, Elks.
2. Parents' organizations for specific handicapped groups.
3. Health professionals, such as physicians, psychologists, nurses.

Source: Robert W. Walker
A Handbook for Career Guidance Counselors

R31

SUMMARY

U.S. DEPARTMENT OF LABOR Bureau of Labor Statistics

SPECIAL LABOR FORCE REPORT

Employment of School Age Youth, October 1974

Almost 22 million 16 to 24-year-old Americans were in the labor force in October 1974, an over-the-year increase of 700,000. Employment was virtually unchanged over the year. (See table 1.) Along with the nationwide increase in unemployment, the unemployment rate for students increased from 11.5 to 13.1 percent, and among out-of-school youth from 8.2 to 10.8 percent. Two-thirds of the youth unemployed in October 1974 were not in school.

High school graduates

Of the 3.1 million youth who graduated from high school during 1974, almost half were enrolled in college the following October (table 2); the proportion for blacks was not significantly different from that for whites. The overall number and proportion of new graduates enrolled in college were about the same as in 1973, as were their labor force participation and unemployment rates.

March 1975

(over)

Among new high school graduates not enrolled in college in October 1974, 9 out of 10 men and almost 8 out of 10 women were in the labor force. (See table 3.) However, no more were employed than a year earlier; the number unemployed increased by 68,000. Among both white and black recent graduates, the proportion unemployed was substantially higher than in 1973.

High school dropouts

Some 800,000 youth, predominantly 16 to 19 years old, left school during the year ending in October 1974 without receiving a high school diploma, about the same number as a year earlier. Although the labor force participation rate of dropouts, 67 percent, was unchanged over the year, their unemployment rate rose from 22.2 to 28.3 percent. The unemployment rate for women dropouts doubled and that of blacks was 1-1/2 times greater. Black graduates and dropouts had the same high unemployment rate, while the rate for white graduates remained about half that of white dropouts.

These findings are from the latest survey of school age youth conducted by the Bureau of the Census for the Bureau of Labor Statistics. Additional information on employment of school age youth and of high school graduates and dropouts will be published in a forthcoming issue of the Monthly Labor Review.

184

Page 3 LABOR FORCE REPORT: GRADUATES & DROPOUTS

Table 1. Employment status of students and nonstudents 16 to 24 years old, by age, sex, and race, October 1973 and October 1974

(Numbers in thousands)

Enrollment status, age, sex, and race	Civilian noninstitutional population	Labor force				
		Total	Percent of population	Employed	Unemployed	
					Number	Percent of labor force
1973						
ENROLLED IN SCHOOL						
Total, 16 to 24 years	14,175	6,293	44.4	5,572	721	11.5
16 to 19 years	10,517	4,360	41.5	3,756	606	13.9
20 to 24 years	3,658	1,933	52.8	1,816	117	6.1
Men	7,599	3,603	47.4	3,195	408	11.3
Women	6,576	2,690	40.9	2,377	313	11.6
White	12,275	5,782	47.1	5,175	607	10.5
Negro and other races	1,900	511	26.9	397	114	22.3
NOT ENROLLED IN SCHOOL						
Total, 16 to 24 years	19,263	14,821	76.9	13,607	1,214	8.2
16 to 19 years	5,326	3,949	74.1	3,433	516	13.1
20 to 24 years	13,937	10,872	78.0	10,174	698	6.4
Men	8,647	8,010	92.6	7,450	560	7.0
Women	10,616	6,811	64.2	6,157	654	9.6
White	16,496	12,845	77.9	11,967	878	6.8
Negro and other races	2,769	1,976	71.4	1,640	336	17.0
1974						
ENROLLED IN SCHOOL						
Total, 16 to 24 years	14,482	6,562	45.3	5,702	862	13.1
16 to 19 years	10,666	4,436	41.6	3,750	686	15.4
20 to 24 years	3,816	2,128	55.8	1,952	178	8.4
Men	7,668	3,605	47.1	3,162	445	12.3
Women	6,835	2,958	43.3	2,544	417	14.1
White	12,405	5,911	47.7	5,236	677	11.5
Negro and other races	2,077	651	31.3	469	182	28.0
NOT ENROLLED IN SCHOOL						
Total, 16 to 24 years	19,476	15,256	78.3	13,604	1,652	10.8
16 to 19 years	5,434	4,155	76.2	3,439	716	17.2
20 to 24 years	14,032	11,101	79.1	10,165	936	8.4
Men	8,840	8,251	93.1	7,418	835	10.1
Women	10,625	7,004	65.9	6,188	816	11.6
White	16,794	13,295	79.2	12,053	1,238	9.3
Negro and other races	2,692	1,960	72.8	1,549	411	21.0

Table 2. College enrollment and labor force status of 1974 high school graduates 1/, October 1974

(Numbers in thousands)

Characteristic	Civilian noninstitutional population		Civilian labor force					Not in labor force
	Number	Percent	Number	As percent of population	Employed	Unemployed		
						Number	As percent of civilian labor force	
Both sexes, total	3,101	100.0	1,921	61.9	1,614	307	16.0	1,180
White	2,736	88.2	1,741	63.6	1,501	240	13.8	995
Negro and other races	367	11.8	183	49.9	114	67	36.6	184
Enrolled in college	1,474	47.5	967	38.5	890	77	13.6	507
Full time	1,355	43.7	684	35.7	618	66	13.9	671
Part time	119	3.8	83	69.7	72	11	13.3	36
Not enrolled in college	1,627	52.5	1,354	83.2	1,124	230	17.0	273
Men, total	1,691	100.0	976	65.5	83.	139	14.2	515
Enrolled in college	736	49.4	298	40.5	263	35	11.7	438
Not enrolled in college	755	50.6	678	85.8	574	104	15.3	77
Women, total	1,610	100.0	945	58.7	777	168	17.8	665
Enrolled in college	738	45.8	269	36.4	227	42	15.6	469
Not enrolled in college	872	54.2	676	77.5	550	126	18.6	196
Single	698	43.4	573	82.1	475	98	17.1	125
Married and other marital status 2/	174	10.8	103	59.2	75	28	27.2	71

1/ 16 to 24 years old.
2/ Includes widowed, divorced, and separated women.

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Table 3. Employment status of 1974 high school graduates not enrolled in college and dropouts 1/, October 1974

(Numbers in thousands)

Characteristic	Civilian noninstitutional population		Civilian labor force					Not in labor force	
			Number	As percent of population	Employed	Unemployed			
	Number	Percent				Number	As percent of civilian labor force	Total	In special schools 2/
1974 graduates not enrolled in college:									
Total	1,627	100.0	1,354	83.2	1,134	230	17.0	273	62
Men	755	46.4	678	89.8	574	104	15.3	77	34
Women	872	53.6	676	77.5	550	126	18.6	196	38
Single	698	42.9	573	82.1	475	98	17.1	125	(3/)
Married and other marital status 4/	174	10.7	103	59.2	75	28	27.2	71	(3/)
White	1,448	89.0	1,223	84.5	1,044	179	14.6	225	55
Negro and other races	180	11.1	132	73.3	81	51	38.6	48	6
1973-1974 school dropouts, total 5/	805	100.0	540	67.1	387	153	28.3	265	45
Men	441	54.8	363	82.3	274	89	24.5	78	23
Women	364	45.2	177	49.6	113	64	36.2	187	22
Single	241	30.0	126	52.3	81	45	35.7	115	22
Married and other marital status 4/	123	15.3	51	41.5	32	19	(6/)	72	-
White	617	76.9	435	70.5	321	114	26.2	182	34
Negro and other races	185	23.1	102	55.1	63	39	38.2	83	12

1/ 16 to 24 years old.
2/ Schools not in the regular system, such as trade schools and business colleges.
3/ Not available.
4/ Includes widowed, divorced, and separated women.
5/ Persons who dropped out of school between October 1973 and October 1974. In addition, 125,000 persons 14 and 15 years old dropped out of school.
6/ Percent not shown where base is less than 75,000.

Source: U. S. Department of Labor
Bureau of Labor Statistics

Reaching Out. . .

Whatever Happened to Harry?

Job Placement Service for Dropouts

by Raymond A. Wasil

Job hunting clinics deal with such subjects as how to fill out applications, what employers have a right to expect, and how to dress.

Harry is a nice looking young man. Harry is also a "Flying Dutchman," a term used by people engaged in placement activities to describe a student for whom there is no place in the current school curriculum.

Harry was capable of doing average work in school, but he chose not to. Teachers disliked him because he disrupted their classes. "Studied insolence" was the way one teacher put it in talking about Harry. At the age of 18 and two years behind in grade level, he dropped out.

In Summit County, Ohio, Harry is not considered to be outside the responsibility of the educational system and he is not written off as beyond salvaging. Instead he is the kind of person for whom the Akron-Summit County Job Placement Department was established to perform services.

Clients In School and Out

The Department has a single role with a dual purpose: to find jobs for disadvantaged youth, while they ae still in school so that they will remain in school, but failing that, to help them make the traumatic transition from school to life.

To perform its services, the Akron-Summit County Job Placement Department has a central office located at the Summit County Board of Education and five field offices scattered among the 19 high schools in the inner city and county suburbs it serves.

Using federal government criteria, placement specialists identify those youth who can be classified as disadvantaged. Currently there are more than 6,500 young people, in school and out, who are eligible for their services. In a little over a year more than 2,700 such youth have been placed in jobs.

The department performs many tasks in carrying out its responsibility. It conducts group pre-employment clinics for in-school youth and job hunting clinics for those who have exited from school. It provides individual job counseling and conducts follow-ups on placements. It makes and maintains contact with business and industry.

It has developed several publications to be used in the performance of these tasks. *Model for Implementation of School Placement, Model for Conducting Pre-Employment Clinics and Job Hunting Clinics,* and *Data Processing Techniques and Procedures for Placement and Guidance*. The same techniques, procedures, and materials which have been developed for use with the disadvantaged can also be used with vocational school or college bound students.

The adage, "An ounce of prevention is worth a pound of cure," gets directly to the point of the difficulties which the Harrys present to the Akron-Summit County Job Placement Department. Had Harry remained in school, his schedule could have been adjusted to allow him to work part time; he could have been given guidance; he could have been included in a program of visitation to various businesses and industries.

Given a goal and a reason for completing school, he might have remained. Of course, he might also have been so determined to leave, as some are, that there was virtually no way of stopping him.

Mobility is Phenomenal

Once he's gone, however, the real problems begin. First, there's the matter of locating him. He may have left home for the same reasons that he left school (hostility towards authority, attitude problems, stealing, lying, etc.), so he's not at home.

Many dropouts live with friends, relatives, or just "around," their parents not knowing their whereabouts. Often they cannot be contacted by telephone, or if they can, and they answer the phone, they will not admit who they are. Sometimes it is necessary to work through a friend who is still in school to locate them.

Fortunately, not all dropouts are so difficult to locate. Some fill out work applications before they leave, some leave mail and phone addresses, and some return to the school for one

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R32

reason or another. As far as is possible, a card record containing address, phone number, and data regarding reasons for dropping out is made on all dropouts. This information can then be used for compiling statistical data on dropouts and for studying dropout patterns.

Tell It Like It Is

Well, we've finally succeeded in locating Harry. And Jim and Barbara, and Herb. And now we must find a job for them. With most dropouts, it is appropriate and even necessary to tell it like it is.

"Jim, you need a bath. You look like a hedgehog! I can't send you out for a job interview looking like that."

"Barbara, that big afro won't make it. Get out your comb."

"Herb, that undershirt and sandals aren't going to impress any employer."

Many young people leave school without any idea of how to approach an employer to ask for a job. To remedy this problem, the placement specialists conduct job hunting clinics. In Akron-Summit County clinics are held once a week during the school year, not at the school, but at the Central YMCA or other locations, because dropouts are usually not welcome in the school, and even if they were, meeting there might generate a negative atmosphere.

Clinics last two to three hours and deal with such subjects as how to fill out job applications, employer expectations, and how to dress. Sometimes the placement specialist meets with the dropout in his home to provide the orientation he needs before seeking a job.

The young people are told that if they wish to get a job, they must conform to the employer's wishes, which sometimes produces heated discussions. Those who are not receptive to changing are given a cooling-off period instead of being referred to employers immediately after the clinic. Later they are recontacted.

Experience has shown that while reprimands from school officials do not motivate youngsters to make changes, the prospect of making money can do wonders.

Want the All-American Dream

Placement specialists make continuous contacts with employers. They have found that employers almost universally want the All-American dream male or female, a bright young person who has college ability but who is not going to college.

"If they couldn't make it in school, they can't make it on a job," is their analysis of dropouts. And so placing dropouts is a selling job. The dropout has to be marketed just as a product is marketed. A well-packaged and appealing product sells well. A properly presented product sells even better. Thus a dropout who can package and present himself well will sell.

Employers are more receptive to the idea of hiring a dropout if they know why the youth dropped out.

"Jim dropped out of school because he had to get married. He needs a job to support his family".

"Herb didn't like school; he was more interested in machines."

"Barbara had to quit school to support the family."

Supplying the employer this kind of information can often mean the difference between the dropout's being hired or turned away.

Specialist Kept Busy

In each school district the placement specialists vary their approaches to employers according to the types of dropouts and businesses. In some cases, the placement specialist arranges and attends a meeting between the employer and the applicant.

Specialists have taken dropouts to Kiwanis Club meetings where the members have, as the kids put it, "laid it on them." They contact employers who have given National Alliance Businessmen commitments and others who are likely to be receptive.

In all cases the placement specialist makes it a point to be aware of the employer's needs and tries to match the job to the dropout. And he maintains contact with the employer even after initial placement in order to help the dropout adjust to the job situation.

But back to Harry. When we located him, we found that he was on probation for petty theft. He could not see returning to school, and yet he realized that he needed a high school diploma.

It was discovered through checking his school records and talking to him that he had an interest in woodworking and liked to talk to people. He was placed in a job at a furniture store where he is learning to repair and refinish furniture and is being given sales experience.

Success? Yes and no. The placement specialist still checks back with him and his employer periodically. The specialist hopes he can stick with it. Harry says he will not go back to school, but he is interested in taking the GED when he becomes 19 years old.

Least Eligible

Those of us who have been associated with the Akron-Summit County Job Placement Department do not advocate that no one be allowed to drop out of school, but we do feel strongly that given assistance, the dropout can be a producer rather than a dependent on society. Much more can be done than is currently being done.

We have found, for example, that almost the only avenue to vocational training for the dropout is the private technical school. The public high school considers the dropout least eligible for its expensive vocational education programs.

The vocational schools have the staff, the expertise, the equipment, and the facilities, but their well-equipped shops sit idle during the summer months and evenings during the school year. These vacant facilities should be used to establish training programs for dropouts. In addition, vestibule training and out-of-school work-study programs, as well as mini-programs designed to meet specific employment needs, could be provided.

Left in Limbo

The dropout is now in limbo between the vocational programs directed toward adults and those developed for in-school youth. Vocational education can make the difference for the dropout.

Who of us could endure the frustration, boredom and failure which are the dropout's daily companions for years on end? And having been so frustrated by public school authorities for so long, how eager would we be to listen to a plea of return?

Not only must we make training opportunities available, but we must actively and energetically pursue the dropout, for he's not likely to be pounding on the door trying to get back in. □

About the author

Mr. Wasil originated the concept for the placement service described here, wrote the necessary proposals, developed the project, and now directs the placement department.

November 1972

Source: Raymond A. Wasil Director, Division of Guidance and Testing
State of Ohio

R33

FLINT AREA MINORITY PROFESSIONAL CAREER CONFERENCE

November 20, 1974

IMA AUDITORIUM
FLINT, MICHIGAN

PARTICIPATING BUSINESSES, INDUSTRIES AND COLLEGES

EEO: City & County
Channel 12 TV
Citizens Bank
Consumers Power Company
Flint Journal
Genesee Bank
Hurley Hospital
Meijers Thrifty Acres
Michigan Bell Telephone Co.
United Airlines
Urban League

AC Spark Plug
Buick Motor Division
Chevrolet Assembly
Chevrolet Flint Engine
Chevrolet Manufacturing
Chevrolet Metal Fabricating
Dow Chemical Company
Fisher I
Fisher Coldwater Road
Fisher Body - Grand Blanc
General Motors Parts Division

Baker Business University
Flint Community School Counselors
General Motors Institute
Genesee Area Skill Center
Mott Community College
Saginaw Valley College
Spanish Speaking Center
University of Michigan - Flint

IN COOPERATION WITH:

Flint Community Schools

Business and Education Coordinating Council of the Flint Area Chamber of Commerce

National Alliance of Businessmen

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CORS - Resource

R33

The National Alliance of Businessmen

PURPOSE OF THE CONFERENCE

To expose, motivate and prepare minority students for work within business and industry.

To make clear the many ways of financing a college education.

To discuss affirmative action and its effect on minority students.

To give students an opportunity to obtain knowledge of job interviewing techniques.

To expose students to co-op programs and apprenticeships in skilled trades in the Flint area.

AGENDA

8:30 - 9:30	Student Employer Interaction
9:40 - 10:10	Film (Piece of the Action)
10:10 - 11:00	Panel Discussion & Student questions Panel Members: Moderator - Dr. William Kornegay - G.M.I. Zenobia Carter - Genesee Bank Oren Flynn - Citizens Bank Dave Johnson - Consumers Power Walt McKinnie - Dow Chemical Company Dolores Ramirez - Saginaw Valley College Al Reaves - AC Spark Plug Division Jerome Richardson - GMPD/NAB
11:00 - 12:00	Student - Employer Visitation
12:00 - 1:00	Luncheon - Students & Employers
1:00 - 1:30	Conference Summary Dr. William Kornegay Dean of Students - G.M.I.
1:30 - 2:30	Student - Employer Visitation

Source: Business and Education Coordinating Council of the Flint Area Chamber of Commerce

ILLINOIS INSTITUTE OF TECHNOLOGY

Minority Engineering Programs

IIT has recently developed a series of programs directed at increasing significantly the number of minority students who elect engineering as a professional career. These activities are in response to local needs and are participation in a national campaign developing under the auspices of a large number of major industrial concerns and engineering institutions to increase the number of minority engineering students to proportions approximately equal to their national population distribution.

IIT's programs have two basic thrusts: "Early Identification" of the prospective engineering career choice during the high school junior year and "Co-op" work experience as part of the college program, including, as applicable, "pre-Co-op" work experience during the summer following high school graduation and previous to the conclusion of the freshman year at IIT. The approach is highly personal and individual and depends strongly upon an intensive involvement with the prospective student, starting in his high school junior year and following through with continuous interaction until he or she has successfully completed the freshman engineering year. The overall program can be considered as consisting of eight different components and, as can be noted from their descriptions, represent an intensive cooperative effort between IIT and a major segment of Chicago industry. The eight programs, including a brief description, are:

1. High School Visitation Program. An IIT staff member visits the high school and sets up a screening process through the high school counselors to identify minority juniors with engineering potential and interest from among their top students (top 25%). The students are interviewed collectively and individually and selection is made of those with indicated potential for successful completion of an undergraduate engineering program. These students are offered an opportunity for initial participation in the various IIT programs. In many cases the discussions relative to the career choice and selection for IIT's programs have included interviews with the prospective student's parents.

2. Saturday Program for High School Juniors. Two groups of selected juniors attend sessions at IIT on alternate Saturdays. These are full day activities, the morning is devoted to academics involving mathematics, communications and the physical principles involved in the afternoon laboratory problem, the afternoon to a "hands-on" experience involving the morning academics. Last year the laboratory problems included building a box camera, telescope, analog computer, musical instrument and a working clock. During these sessions the staff has a further opportunity to screen the students for continued involvement in the IIT programs.

3. Six Week Summer Pre-College Program for High School Juniors. This is composed of two weeks of an academic program and four weeks of a "development of interpersonal relationships" program (informally known as "Survivial Tech"). To start, each student is given a battery of guidance tests to assist our analysis for developing his maximum potential during the six week program. The academic program includes a bridge building design and construction contest and digital counter design and construction contest using a project team approach. The interpersonal relations component attempts to develop written and oral communication skills, including listening ability. Vehicles used include special films, Toastmasters International volunteers, professional industrial college recruiters familiar with co-op programs, specialized industrial training programs relating to communicative skills. Another component is eight extensive industrial plant visitations ranging from manufacturing through research and development.

This year a special three week addition was included utilizing student support from the Mayor Daley Youth Foundation. The three week program emphasized communications and included information seeking assignments throughout the city and group work in "management by objectives" utilizing case studies.

4. College Counseling Program. At the end of the summer program each student is personally interviewed by a member of the IIT Admissions staff who discusses the student's academic record and evaluates the potential standing relative to admission to an engineering college of his or her choice. Students wishing to be admitted to IIT and satisfying IIT criteria are informed of a positive decision at that time, subject to continuance of an appropriate level of development during their senior year of high school. All students are counseled regarding what would be their optimal course of action during their senior year in high school in order to maximize opportunities for admission to an engineering college. This includes particular courses to take in high school, special activities outside of school, etc.

5. High School Senior Year Program. All junior students who have become associated with any part of the overall program are invited to participate in a Saturday program at IIT during their senior year in high school. This program is designed to reenforce the the students' academic excellence. This year the program will include 32 weeks of Pre-Calculus Algebra-Trigonometry and Pre-College Chemistry. For some students with special problems there will also be a two night-per-week course in speed-reading and comprehension at IIT's Institute for Psychological Services.

6. Pre Co-op Program. During the summer following high school graduation the students are placed in a summer position in local industry involving some technical activity in an area of interest to the student. This early identification with a specific technical activity in industry and with a specific industrial concern is considered to be a very important component of the overall program, particularly in terms of developing success models and experience for the students to utilize as motiviation for their personal success in embarking upon the development of a professional career in engineering. The additional advantage of summer income to assist in meeting projected college expenses is also a most welcome factor.

The "pre Co-op" work opportunity is also available during the freshman year. Though Co-op programs generally start at the end of a successful completion of the freshman year, under appropriate circumstances, it is useful to consider the possibility of a pre Co-op experience during either the first or second semester of the academic year. This makes possible greater opportunity for development of confidence and motivation and is also an additional income source for needy students. Another useful aspect is the slowing down of the academic pace in the introduction of the student to the rigors of the typical engineering freshman year.

7. Regular Co-op Program. Upon successful completion of the freshman year the students enter IIT's regular Co-op program open to all IIT students. Though dependent upon mutual acceptance, it is expected that those students will be placed with local industrial concerns participating with IIT in the development of the overall program.

8. Scholarship Development Program. Students in the program are eligible for IIT student aid on the same basis as all IIT students. In some cases, particularly outstanding students with need will qualify for special scholarships offered by some of the industrial concerns participating in the program. Criteria relative to need and excellence for qualification for these scholarships are applied on the same basis as all scholarships available through IIT sources.

DATA RELATING TO 1973-74 ACTIVITIES

Contact was made with 56 high schools with a large minority enrollment; 37 of these schools were visited and a total of 965 students were contacted. Following are statistics relating to the resulting activities.

High School Senior Students

78 were selected for admission to the program and encouraged to apply for admission to IIT.
64 applied for admission for September 1974.
37 were admitted to IIT.
35 enrolled at IIT in September 1974.
29 were placed in Pre-Co-op positions during Summer 1974.
27 were not admitted to IIT. Of these 27, 10 were admitted to other accredited engineering institutions, 12 to four-year liberal arts institutions and 3 to junior college. Two of these last three were admitted and enrolled at IIT in September 1974 after making up on deficiencies in junior college during the summer period.

High School Junior Students

153 were selected as eligible for the IIT high school junior programs.
84 were selected for the Saturday program; there was no space for 31 additional students who wished to attend.
76 of the 84 participants had 100% attendance.
57 participated in the IIT Six-Week summer program. Each of the 57 students were in the upper 10 percent of their respective high school class.
23 were placed in a special summer position.
12 developed their own summer positions.

SEPTEMBER 4, 1974

Source: Illinois Institute of Technology
Chicago, Illinois

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LIFE/CAREER PLANNING SEMINAR FOR WOMEN

CAREER DEVELOPMENT CENTER
THE AMERICAN UNIVERSITY
WASHINGTON DC 20016

LIFE/CAREER PLANNING SEMINAR FOR WOMEN

Session I
Overview of program
Importance/implications of life/career planning, decision making process
Self Assessment Questionnaire - personal interests, skills, tentative goals
Identification of important interest/activity patterns
- "20 Satisfying Activities"

Assign: self monitoring of conversational interests, etc.
Complete "Exit Sailing" and "From One VIP to Another" exercises
Summary statements about interest/activity patterns

Session II
Clarification of interest/activity patterns from exercises
Relating skills to interest patterns
Discussion of the world of work
- classification of functional skills re: people/data/things
- hierarchy of functional skills; level of responsibility, salary
- transferability of functional skills from one work environment to another

Assign: Draft tentative career goal statement with emphasis on interests and skills
List of Personal Achievements
Make arrangements for two informational interviews

Session III
Identification of personal skill patterns
- using Skill Factor Analysis grids and list of personal achievements

Discussion of work environment preferences
- using Work Environment Preferences Inventory

Process of informational interviewing
Assign: Complete tentative career goal statement, adding data about personal skills and work environment preferences
Complete two informational interviews, obtaining information about work functions and discrimination problems

Session IV
Clarification of Personal Career Goal Statements
- reviewing all exercises and data to date
- "Five Year Fantasy" (goal setting with emphasis on action/time lines)

Overview of women's vocational development concerns
- "Woman's Life Line" chart

Exploration of personal role conflicts
- "Who am I Now?" exercise

Session V
Value Issues related to women and work
- "Board of Directors" exercice
- "Traditional Trudy/Liberated Liz" values spectrum; group discussion

Influence of personal role values on career goals

Session VI
Discrimination issues in the world of work
- Counteracting stereotypes about women in the job interview; role playing
- Legislation affecting working women; legal recourses for resolving discrimination on the job

Evaluation of program

(over)

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"Woman's Life Line" exercises:

A. Instructions for individual pencil and paper exercise:

1. Take 10 minutes to draw your personal "life line" in graph form, indicating important milestones in your life and career development thus far. The line can be straight, slanted, curved, etc.--whatever shape you think is appropriate to express your subjective feelings about your life up till now. Use "peaks" and "valleys," intersecting lines, asterisks, or any other symbol you choose to indicate the most important events to date, and label these on your line.

2. Reflect on important choices you have made about school, courses, jobs, internships, volunteer and social activities. What factors have influenced your choices? Jot these down.

B. Instructions for Group Discussion exercise:

1. Group members are asked to contribute to the drawing of one hypothetical woman's life line on a chalk board, using whatever data they choose to share from their personal life lines.

2. Discussion is focused by the leader on the major life events related to career planning and development and on how these events are influenced by the sex role socialization process and by sex role stereotyping.

3. The overview handout is used to supplement the group discussion and to call attention to any personal/social role conflicts not mentioned by the group.

CAREER DEVELOPMENT CENTER
THE AMERICAN UNIVERSITY
WASHINGTON DC 20016

LIFE/CAREER PLANNING SEMINAR FOR WOMEN

"A WOMAN'S LIFE LINE": OVERVIEW OF SEX ROLE CONFLICTS IN CAREER PLANNING & DEVELOPMENT

Outlined below are the major focal points of, and contributing factors to, a woman's vocational development. Some of the Personal/Social Role Conflicts which influence women in their career choices are identified on the bottom half of this page. How do these relate to your personal life line?

CAREER DEVELOPMENT MILESTONES:

High School

* Choice of curriculum
* Extracurricular activities
* Part-time work
* Volunteer work
* Summer jobs

College

* Choice of major
* Electives
* Extracurricular activities
* Internships
* Part-time work
* Volunteer work
* Summer jobs

First Full-time Work Experience or Further Academic Training

* Job seeking
* Graduate school admissions
* Additional selected courses for certification, etc.

Second, third, fourth, etc. Work Experiences

* Change of career direction?
* Change of location?
* Specialization of work?
* Further training?
* Upward mobility issues

Ages 30 - 65: Reassessment of Lifestyle, Employment

* Re-entry into job market?

PERSONAL/SOCIAL ROLE CONFLICTS (Influence on Career Planning and Development):

Expectations, Biases of Family, Educators, Friends

* Marrying high school "sweetheart"
* Jr. vs. 4-year college?
* "Unfeminine aspirations"
* Biased advice re: courses or careers
* Cumulative effect of early childhood sex role conditioning

* Discrimination in "male oriented" academic programs
* "MRS" degree
* "Shining knight" syndrome

Singlehood/Partnering/Marriage

* Need for personal support system
* Traditional/nontraditional lifestyles and effect on job situation

Marital/Career Role Conflicts

* Partner's attitude toward mate working
* Moral/practical support
* Finances/planning involved in two careers
* Effects on upward and geographic mobility

Motherhood

* Giving up or interrupting career
* Child care services
* Working around school hours
* Effect on upward and geographic mobility
* Guilt issues

Mature Woman's "Re-entry"

* Self identity issues after children grown
* Working world's discrimination against age

SEX DISCRIMINATION ISSUES IN THE WORKING WORLD: Discriminatory hiring and promotion practices

VETERANS CAREER NEEDS: SELECTED RESOURCES

Some of the organizations providing job and educational placement assistance are listed below. Local or regional offices may also be contacted for coordination of efforts with school activities.

- The American Legion (National Headquarters), P.O. Box 1055, Indianapolis, Indiana 46206, 317-615-8411

  The Legion has a national concern for helping veterans to use the GI Bill and for locating job and training opportunities. Local service may offer direct assistance.

- Association of American Colleges, 1818 R Street, N.W., Washington D.C. 20009, 202-387-3760

  Through an outreach program in cooperation with The American Legion, lists of separating servicemen are provided to member four-year colleges and universities. The purpose is to assist these colleges in recruiting veterans.

- Employment Security Commission, 500 C Street, N.W., Washington D.C. 20212, 202-393-6151

  Local State Employment Services offices have special staff to assure complete service to veterans. The veteran's representative attempts to place veterans in employment or in job or educational training programs.

- National Alliance of Businessmen (NABS), 1730 K Street, N.W., Washington D.C. 20006, 202-254-7105

  A joint industry-business-government program, NABS assists veterans (as well as disadvantaged persons and youth) to find employment training opportunities. Staffed by an executive loan system from major industries, this organization carries out a variety of projects to promote employment of veterans, and to prepare and place veterans.

- Veterans of Foreign Wars (National Headquarters: Kansas City, Missouri) Dick Wallace, State Commander, Department Headquarters, 2601 E. Stevenson Drive, Springfield, Illinois

  A service organization for veterans who served overseas during wartime, the VFW promotes employment and training opportunities. Local service officers may offer direct assistance.

- Veterans Program Unit, U.S. Office of Education, Washington D.C. 20202, 202-963-3411

  This office provides information to veterans, veterans organizations and colleges regarding office of Education programs that may benefit veterans planning to return to school. A veteran's specialist is located at each O.E. regional office.

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
University of Wisconsin-Madison, 321 Education Building, TEL: 608-263-2703
608-263-3696

EMPLOYABILITY SKILLS

a Job Placement Education Program

Program Goal of the EMPLOYABILITY SKILLS project is to provide students with assistance in developing the skills and techniques needed to get and keep their first job after graduation.

Target Audience is post-secondary students about to graduate and enter the job market. Discussion with high school teachers indicates that it will be readily useable by high school students, as well, with little alteration.

Program Content covers seven areas related to job acquisition:

1. *Introduction* to the program and a discussion of some of the problems related to getting a job.
2. *Self-Understanding* contains exercises and activities to help the student inventory his interests, values, style, achievements, and goals.
3. *Personal Papers and Data* helps the student to bring together the papers and personal information needed for the job search and for job applications.
4. *Resumé* writing discusses and demonstrates the two major types of resumes in use today.
5. *Job Leads and Letters* gives the student the basics needed to obtain job leads and to follow them up with effective job letters.
6. *The Interview* discusses the do's and don'ts of a good interview.
7. *Employment Tests* need not be frightening, as this module shows.

Five additional modules are related to job success, satisfaction & advancement:

8. *Wages, Deductions, and Fringe Benefits* discusses why what you get isn't what you keep as well as fringe benefits.
9. *Unions and Professional Organizations* recounts the history of the union movement, and compares and contrasts unions with professional organizations.
10. *On the Job* covers how to survive the first weeks on a new job.
11. *Money Management* gives the student pointers on how to make a successful job support a satisfactory life style.
12. *Changing Jobs on the Career Ladder* covers how to move up instead of just moving on.

Source: Center for Studies in Vocational and Technical Education
University of Wisconsin - Madison

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SELECTED PRE-EMPLOYMENT PREPARATION MATERIALS

Are You an Occupational Ignoramus?, College Placement Council, P.O. Box 2263 Bethlehem, PA 18001, 1971, 12¢ each (min. order 50), paper.
Persuades student to think about career planning, majors, counseling and placement.

Barron's How To Prepare for Civil Service Examinations, Edwin Riemer and Louis Lieblins, Barron's Education Series, Inc., 113 Crossways Park Drive, Woodbury, NY 11797, 359 pp., 1973, $4.95, paper.
Hints on test taking and examples of items.

Careerism-How to Select a Successful Career, WWWWW/Information Services, Rochester, NY 14609, 155 pp., 1971, $1.25, paper.
A guide to choosing the right occupation, industry, company and boss.

Careerism-Newsletter, WWWWW/Information Services, 1595 Elmwood Avenue, Rochester, NY 14609, $25/year.
A newsletter highlighting current industrial trends and facilitates career planning via the industry approach.

Career Job Guide for College Students (and others), National Educational Advertising Services, 360 Lexington Avenue, NYC 10017, 1974, $1.50, paper.
Descriptions of and talents needed in various fields. Sources for government careers, interviewing and resumes.

College Placement Annual, College Placement Council, P.O. Box 2263, Bethlehem, PA 18001, Annual by request.
Lists companies and governmental agencies that hire college students.

Go Hire Yourself an Employer, Irish, Richard K., Doubleday & Co.,Inc., 501 Franklin Ave., Garden City, NY 11530, 165 pp., 1973, $2.95, paper.
Discusses how to conduct a successful job search and how to be successful in the job after being hired. Emphasis on non-traditional job hunting techniques.

How To Make A Habit of Success, Haldane, Bernard, Acropolis Books, Ltd, Washington, D.C., 216 pp., 1975, $3.50, paper.
A technique that shows you how to build on your achievements so that success becomes a continuing pattern.

How To Write Your Resume, F.L. Newton & Donald W. McIntosh, Ph.D., Communications Processing, 1986 SW Sixth Avenue, Portland,OR, 52 pp., 1974, $2.95, paper.
Includes personal inventory, drafting a resume and final preparations.

Job Hunter's Notebook, How to Get a Job in Chicago, Flexible Careers, 37 S. Wabash Avenue, Rm. 714, Chicago, IL 60603, 68 pp., 1975, $3.50, paper.
Guidelines for career planning and job hunting, plus a selection of career opportunities in Chicago area industries.

Merchandising Your Job Talents, U.S. Dept. of Labor, Superintendent of Documents, Government Printing Office, Washington, D.C. 20213, 24 pp., 1976, $1.10, paper.
A revised edition with information on job search, resume and cover letter writing and interview tips.

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1,001 Job Ideas for Today's Woman, Ruth Lembeck, Dolphin Books, Doubleday & Co., Inc., Garden City, NY, 268 pp., 1975, $2.50, paper.
Answers questions on kinds of jobs, where, education, requirements, salary.

Summer Employment Directory of the United States, Cincinnati National Directory Service, 266 Ludlow Avenue, Cincinnati, OH 45220, 1974, $6.95, paper.
Describes summer jobs abroad, visa requirements, residence and work regulations and hints on applying for a job.

The Job Finder: It Pays to Advertise, S. Norman Feingold, National Director B'nai B'rith Career and Counseling Services, and Fae E. Hoffman, Director of Professional Field Services, Bellman Publishing Company, P.O. Box 164, Arlington, MA 02174, 48 pp., 1975, $3.50, paper.
Illustrates a selective job hunting method. Lists over 500 publications which contain classified employment opportunities by occupational requirements.

What Color is Your Parachute?, Ten Speed Press, Box 4310, Berkeley, CA 94707, 1976, $4.95 +25¢ handling, paper.
A manual giving step by step directions for career planning and job search techniques to job seeker and career changer.

Where Do I Go From Here With MyLife?, Continuum Books, Seabury Press, 815 2nd Avenue, New York, NY 10017, 1974, $7.95, paper.
A course outline and life/work planning workbook, to be used only in combination with Bolles book.

Which Niche?, Frank, Phil and Shingleton, John D., Michigan State University, Placement Services, East Lansing, MI 48824, 1970, 141 pp., paper.
A collection of the most frequently asked questions and comments by high school, junior college, and college graduates seeking their first jobs.

RECOMMENDED MINIMUM VOCATIONAL/TECHNICAL PROGRAM PERFORMANCE OBJECTIVES

Occupational Designation: Employability Skills

U.S.O.E. Code Number: All Vocational/ Technical Programs

Remarks:

These objectives are to be considered an integral part of each individual set of recommended minimum program performance objectives for all vocational and technical programs.

Note: In these objectives the expression, "Without the use of reference materials" is used to indicate that the learner would perform this task during the testing situation without access to reference sources, notes, etc.

Upon completion of this program, students will have the following skills and understandings as measured by teacher-made objectives referenced tests (ORT's), unless otherwise indicated:

Topic	Conditions	Performance	Criteria
Sources of Employment Opportunities	1. Without the use of reference materials,	the learner will list the prime sources of information concerning opportunities for employment and describe those special procedures, if any, required to effectively utilize their services, information, etc.,	which is (1) consistent with the model, (2) complete with all information as required by the model, and (3) correct, legible and spelled correctly.
Requirements Of The Occupation (Health, Physical etc.)	1. Without the use of reference materials,	the learner will list the significant requirements (health, physical, legal, educational, etc.), if any, of the appropriate occupation,	consistent with available data on the occupation and pertinent local, state, and federal regulations.
Wage Information	1. Without the use of reference materials,	the learner will list the approximate entry wages, general wage range, and significant fringe benefits for the appropriate occupation as well as compare these wages and fringe benefits with other selected occupations,	consistent with available information and based upon local norms.

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CAPS • Resource

U.S.O.E. Code Number: All Vocational/Technical Programs

Topic	Conditions	Performance	Criteria
Non-Wage Information	1. Without the use of reference materials,	the learner will list and describe the significant non-wage characteristics (e.g., shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment, etc.)	with sufficient detail as to accurately describe those characteristics which are significant to the appropriate occupation.
Employment Opportunities	1. Without the use of reference materials,	the learner will describe the local, regional, and national employment opportunities for the appropriate occupation,	in terms generally consistent with data available from business and industrial sources, governmental agencies, and other selected sources.
Opportunities For Advancement	1. Without the use of reference materials,	the learner will describe the career ladder associated with the appropriate occupational area of training in which he/she is enrolled,	consistent with an authoritatively prepared model which is characteristic of that occupational area.
Decision Making	1. Given a decision making situation (job offer, further training, job termination, etc.) and procedures/skills in decision making,	the learner will compare his/her personal criteria with information about available alternatives and choose among them,	the decision is made by the learner listing and describing the reasons for choosing an alternative or the decision is acted upon.
Resume/Data Sheet	1. Given a topical information outline for completing a resume or data sheet and the necessary personal notes, documents, etc.	the learner will prepare a resume or data sheet,	which is (1) consistent with the outline, (2) all information necessary to complete the resume or data sheet assembled in advance by the learner, (3) with all information entered into each area of the outline as illustrated, and (4) all information correct, legible, and spelled correctly.
Letter Of Application Inquiry 9/74	1. Given a model for a letter of application/inquiry and the necessary personal notes, documents, etc.,	the learner will write a letter of application/inquiry,	which is (1) consistent with the model, (2) complete with all information as required by the model and (3) correct, legible and spelled correctly.

Topic	Conditions	Performance	Criteria
Employment Application	1. Given a sample employment application characteristic of the type common to the appropriate area of employment and the necessary personal notes, documents, etc.,	the learner will complete the employment application,	with (1) all information necessary to complete the application assembled in advance by the learner, (2) all information entered into each area of the application as directed, and (3) all information correct, legible and spelled correctly.
Standards of On-The-Job Dress, Grooming, Etc.	1. Without the use of reference materials,	the learner will describe and/or dress in the attire of the appropriate occupational area including personal grooming, required health and safety equipment, uniforms, etc.,	consistent with legal requirements (if any), appropriate safety considerations, and conventional attire of that occupation.
Interviewing	1. Without the use of reference materials,	the learner will describe and/or demonstrate appropriate characteristics of the job applicant, including: (a) attire, (b) grooming and (c) conduct during interview,	generally consistent with a model of procedures and practices as provided for the appropriate occupational area.
	2. Without the use of reference materials,	the learner will describe and/or demonstrate the interviewing process,	including at least the following: a. Pre-interview: how to set up an interview, what to bring to the interview, etc. b. Interview: typical employer questions and interview topics, significant applicant questions and topics, promptness, etc. c. Post-interview: notification of the outcome of the interview, follow-up correspondence, etc. Each of the above to be generally consistent with a model of procedures and practices as provided for the appropriate occupational area.

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U.S.O.E. Code Number: All Vocational Technical Programs

Topic	Conditions	Performance	Criteria
Evaluation Of Job Offer	1. Without the use of reference materials,	the learner will list his/her personal criteria (financial, social, etc.) which describe a job offer,	which would be acceptable to him/her if offered.
Interpersonal Relationships	1. Given case descriptions of common on-the-job conflict situations: employer-employee, employee-employee, and employee-client/customer/etc.,	the learner will identify the probable cause for the conflict and suggest at least one possible action to relieve the conflict,	for the majority of cases presented and consistent with guidelines, etc., previously made available to the learner.
Continuing Education	1. Without the use of reference materials,	the learner will describe the type(s) and source(s) of related continuing education for the appropriate occupation and/or advancement within the career ladder associated with the occupation,	consistent with authoritative information appropriate for that occupational area.
Terminating A Job	1. Without the use of reference materials,	the learner will describe the procedures and practices for terminating a job,	generally consistent with a model of procedures and practices as provided for the appropriate occupational area which includes: length of notice, method of notification, request for references, etc.

Source: Michigan Department of Education
Vocational Technical Education Service

CAREER PLANNING COURSE OUTLINE

Self-Concept and Career Alternatives
PHS 115, Section D
Spring, 1975 Rita Liegner, Instructor

Course Outline

This course is designed to give the student insight into the career development process. As a general guideline, the course will deal first with the student's own self-awareness as that relates to career choice, then with the world of work, and finally with effective job-seeking with an emphasis on communications. The topics listed below will be covered during the course of this semester in approximately the following sequence.

Session	Topic
1.	Introduction to the Career Development Process "Why am I at College?"
2.	The Self-Concept and its relationship to career development.
3.	Values--How do our values help determine our sources of work satisfaction?
4.	Interests--What do we enjoy doing and how does this relate to career development?
5.	Attitudes and Other factors influencing career development.
6.	Identifying our skills.
7.	The importance of information in choosing an occupation.
8.	Researching and evaluating occupations.
9.	Graduate School?
10.	Techniques of Job-Hunting: Written communication.
11.	Techniques of Job-Hunting: Interviewing.
12.	Panel (Topic to be decided) or Film.
13.	Panel of Employers.
14.	Course Evaluation and Summary. Term Project due.

Required Readings

Go Hire Yourself an Employer, Richard Irish, Anchor Press, 1973

Working, Studs Terkel, Pantheon Books, 1974

Source: City College of New York

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R41

HOW TO GET A JOB

A 20-hour job readiness program designed to aid job seekers to become competitive in today's "tight" labor market. Instruction will include:

1. Assessment of your career goals and saleable skills.
2. Developing an appropriate resume.
3. Locating appropriate job openings.
4. Determining what the employer needs.
5. Completing an employment application.
6. Preparation for an employment interview.
7. Video-raped practice interview, with playback and suggestions for improvement.
8. Following up the job interview.
9. How to succeed in your new job.
10. Sources for additional training and advancement.

SCHEDULE: Job orientation class is scheduled Mondays through Fridays, 1 to 5 p.m., for a total of 20 hours.

WHERE: East San Diego at 1714 Euclid Avenue.*

STARTING DATE: Monday, JANUARY 6, 1975. (This one-week class is the first of a series that will continue as long as interest and enrollments justify.)

HOW TO REGISTER: Come to 1714 Euclid. For advance registration call 263-7251.

COST: NO TUITION OR REGISTRATION FEES.

* The program is co-sponsored by San Diego County Department of Education, ROP.

DIVISION OF ADULT AND CONTINUING EDUCATION,
SAN DIEGO COMMUNITY COLLEGE DISTRICT

THIS IS A CONTINUING PROGRAM. A NEW CLASS STARTS EACH WEEK

TO ENROLL IN THE NEXT SESSION CALL 263-7251

Source:
Regional Occupational Program
San Diego, California

COPY • RESOURCE

Everything You Wanted to Know About Landing A Job *

A SYSTEMATIC APPROACH TO FINDING EMPLOYMENT

CONTENTS

INTRODUCTION 1

INVENTORY OF ASSETS 2

PREPARING A RESUME 6
Suggested Outline For Your Resume . 8
Sample Resumes 9

CONTACTING THE EMPLOYER 12
Sample Cover Letter 13

SOURCES OF JOB INFORMATION 14

PLANNING YOUR TIME 17

JOB INTERVIEW 18

ANSWERING PROBLEM QUESTIONS 20

TESTING 23

AFTER THE INTERVIEW 24

* But Didn't Know Where to Start

Prepared by: Financial Aids & Placement Office
Career Assistance & Placement Services Project
TRITON COLLEGE

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RESUME OUTLINE

NAME
Address
City, State, Zip code
Telephone

Date available

JOB OBJECTIVE or **CAREER OBJECTIVE** — Indicate the kind of job you are seeking. If you are qualified for several jobs and are preparing one all-purpose resume, you may wish to give a broad statement of your career plans relating to the jobs you seek now.

WORK HISTORY — You can organize this section in two ways. Choose the one that presents your work experience better, or combine them by listing jobs in chronological order and describing each by the functions performed.

a. By job

List each job separately (even if the jobs were within the same firm), starting with the most recent one and working backward. For each job, list:

- o Dates of employment (indicate month and year)
- o Name and address of employer and nature of the business
- o Position you held

Then describe your job, showing:

- o Specific job duties - The tasks you performed, including any special assignments and use of special instruments or equipment.
- o Scope of responsibility - Your place in the organization, how many people you supervised, and in turn, the degree of supervision you received.
- o Accomplishments - If possible, give concrete facts and figures.

*b. By function

List the functions (fields of specialization or types of work, such as drafting, sales promotion, or report writing) you performed that are related to your present job objectives. Then describe briefly the work you have done in each of these functions, without breaking it down by jobs.

SPECIAL SKILLS or **INTERESTS** — If appropriate to your field of work, give such information as knowledge of foreign languages; volunteer or leisuretime activities; special skills such as typing, shorthand, or ability to operate special equipment; membership in professional organizations.

EDUCATION — If this is your main selling point, put it before your work history. List your formal education, giving:

- o High school (can be omitted if you have a higher degree), college, and other courses or training.
- o Dates of graduation or leaving school.
- o Major and minor subjects. Other courses related to your job goal may be included.
- o Gradepoint average or class standing may also be indicated.

PERSONAL DATA — Indicate overall health status and identify any specific physical limitation. Other information is optional and should be included only if related to the job you seek. (For example, height and weight meet requirement of the field; dependable child care is available for children.) Explain any restrictions on location or travel, if applicable.

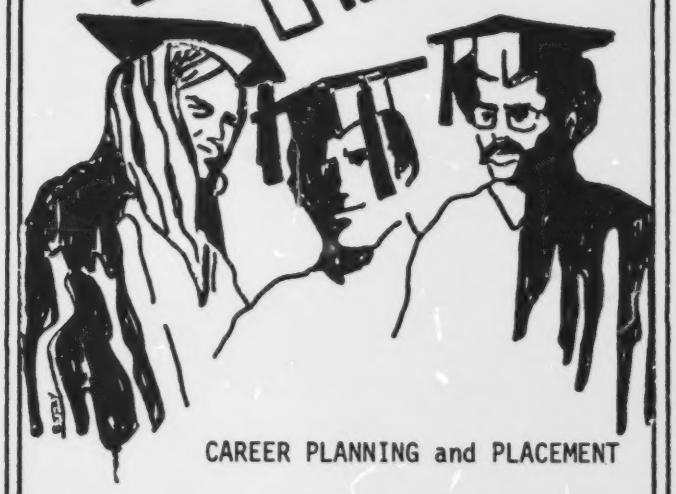
REFERENCES — There are two ways of handling this information. Choose the one you prefer. (Remember to obtain permission from persons you will use as references.)

a. Omit mention of references or conclude resume with statement indicating that references are available upon request. (Have a list prepared for your interview.)

b. Give the names, positions, and addresses of three persons who have direct knowledge of your work competence. If you are a recent graduate, you can list teachers who are familiar with your schoolwork.

*This functional organization is recommended only if your experience does not follow a stable pattern of employment.

LETTER WRITING CAREER TIPS



CAREER PLANNING and PLACEMENT

university of arkansas • fayetteville, arkansas

YOUR LETTER represents you, it reflects your personality and background, so plan it carefully. The following tips will be helpful with your planning:

What To Do Before Writing Your Letter

1. Decide what is the purpose of your letter.
2. Research the organization to whom you are writing.
3. Be sure of names, titles, and addresses.

Style of Your Letter

1. Personalize your letter by writing as if you were talking to an individual rather than a multitude of employers.
2. Use "I" only where necessary.
3. Use terms common to the person to whom you are writing.
4. Use words you are accustomed to in your normal conversation.
5. Be brief and to the point, but your letter should be long enough to accomplish its purpose.

Letter of Application

1. Identify the position you are applying for and how you learned of it.
2. Indicate why you are applying for the position.
3. Describe briefly your special qualifications for the position.
4. Refer to your employment background and education.
5. Request information, mention availability for personal interview, appreciation for consideration, and response to your letter.

Letter of Inquiry About Application Status

1. Request status of application.
2. Recap history of application.
3. State why you need clarification.
4. Include thanks for cooperation.

(over)

When an Offer Is Received

1. Promptly acknowledge receipt of offer.
2. Express appreciation for the offer.
3. Mention the date when you expect to make a decision unless you accept immediately.

Letter of Acceptance

1. Promptly accept the offer.
2. Refer to offer letter.
3. Express pleasure at the opportunity to join the organization.
4. Request information you need such as reporting date, travel directions, housing, handbooks, etc.

Letter Declining Offer

1. Promptly decline the offer.
2. State the reason.
3. Express appreciation for the interest shown in you.

When Rejection Is Received

1. Acknowledge receipt of letter.
2. Express thanks for the consideration given your application.
3. Request further consideration.

Letter Seeking Additional Information

1. Indicate interest in the organization and its consideration of your application.
2. Ask for information you need. Be specific.
3. Express appreciation for the cooperation you receive.

Remember:

Your Letter Should Have a Purpose. Decide What the Purpose Is and Proceed From There.

Individualize Your Letters.

Do Some Research on the Organization to Whom You Are Writing.

Be Sure of Names, Dates, Times and Places

Proof Read. Errors and Smudges are Inexcusable.

Don't Hesitate to Consult Your Placement Staff for Further Information.

For Further Information Contact:

Career Planning and Placement
575-2805

Placement — Career Tips Series

Source: University of Arkansas
Fayetteville, Arkansas

WHAT YOU NEED TO KNOW TO FILL OUT AN APPLICATION FORM

FACT SHEET

PERSONAL DATA

Name:_____ Phone No. _____
Last First Middle Area Code/Number

Address:_____
Number Street City State Zip

SS No:_____ No. of Dependents:___ Draft Status:_____

JOB HISTORY

1. Current or Most Recent Employer
   Name and Address:_____
   Supervisor:_____ Dates: From_____To_____
   Position:_____ Rate of Pay: $_____per_____
   Reason for Leaving:_____

2. Previous Employer
   Name and Address:_____
   Supervisor:_____ Dates: From_____To_____
   Position:_____ Rate of Pay: $_____per_____
   Reason for Leaving:_____

3. Previous Employer
   Name and Address:_____
   Supervisor:_____ Dates: From_____To_____
   Position:_____ Rate of Pay: $_____per_____
   Reason for Leaving:_____

PERSON TO NOTIFY IN EMERGENCY

Name:_____ Phone No. _____
Address:_____
Relationship:_____

EDUCATION

Circle Highest Grade Completed: 1 2 3 4 5 6 7 8 9 10 11 12 College: 1 2 3 4

College: Name and Address:_____
Dates: From_____To_____ Did you graduate? ( ) yes ( ) no
High School: Name and Address:_____
Dates: From_____To_____ Did you graduate? ( ) yes ( ) no
Junior High School: Name and Address:_____
Dates: From_____To_____
Elementary School: Name and Address:_____
Dates: From_____To_____
Other:_____
_____

REFERENCES

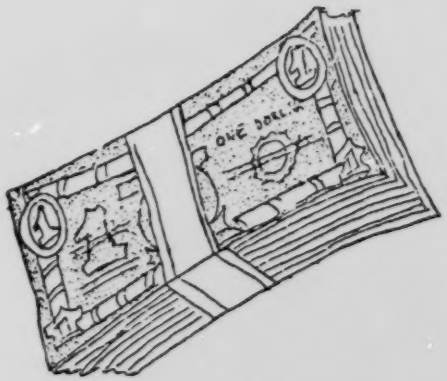
1. Full name:_____ Occupation:_____
   Name and Address of Employer:_____
   Phone No.(during business hours):_____ How long known?_____

2. Full name:_____ Occupation:_____
   Name and Address of Employer:_____
   Phone No.(during business hours):_____ How long known?_____

3. Full name:_____ Occupation:_____
   Name and Address of Employer:_____
   Phone No.(during business hours):_____ How long known?_____

Source: W. T. Woodson High School
Fairfax, Virginia

YOUR FIRST PAY



AKRON-SUMMIT COUNTY
PUBLIC SCHOOLS
JOB PLACEMENT DEPT.
482 Grant Street
Akron, Ohio 44311
Raymond A. Wasil, Director

(over)

CONGRATULATIONS!

YOU have now your first pay in your hands. Let's see, you are getting $2.00 per hour. $2.00 x 40 hours = $80.00; not bad—but, what's this:

SOCIAL SECURITY
FEDERAL INCOME TAX
STATE INCOME TAX
CITY INCOME TAX
RETIREMENT

THAT'S RIGHT!!!

ALL of that comes out of **YOUR** pay.
YOU are now a **TAXPAYER.**

Come as a shock huh?

WELCOME TO THE CLUB!

TAXES are a part of life,
Get use to them.

That first full weeks pay sure has gotten smaller.

WHAT'S GROSS PAY?

Your gross pay is the amount you have made before taxes are taken out.
The net amount is the amount you get to keep.

EXAMPLE:
40 hours x $2.00 per hour: 2.00
x 40
$80.00 Gross

FEDERAL, STATE, and LOCAL INCOME TAX withheld is based on an income chart.

If you are married and have children you pay less. If you are single, you pay more.

If, you over pay the government, you can file to get it back at the end of the year.

REMEMBER! After you have your net pay you still have other expenses that act as deductions that come out of your pay, such as: Clothing, Food, and Transportation expenses.

With training and experience, you will make more money, SURE, but that means that more will come out, because the more money you make the more the government takes out in taxes.

Example: Pay Slip figured bi-weekly.

O'NEILS PAY STUB	
Hourly Rate	2.00
Total Hours (2 weeks)	X80
Gross Income	160.00
Deductions:	
Social Security 9.36	
Federal Income Tax 23.10	
State Income Tax .80	
City Tax 2.40	
Total Deductions	35.66
NET PAY	**$124.34**

HEY!!
Does this have to be taken out of my pay.

YEP, it sure does.
The guy you work for is required to take it out.

At the end of the year, you will receive a W-2 form for Federal Income Tax withheld by your employer(s).

DISCOURAGED? Don't Be
Everybody has to pay taxes, and everybody has deductions taken out.

YOU should be aware of what is happening to your pay so you can budget your wages.

SOCIAL SECURITY—What's that—well you pay a certain percentage of your wages into a government fund, then when you reach retirement age or if you are injured before you can reach the retirement age you can collect for the rest of your life.
It's a forced type of old age insurance. Most jobs are covered by Social Security, but some only have a retirement plan.

RETIREMENT PLANS—Usually in a retirement plan, you pay in a certain amount each week and the company will pay in a certain amount to be set aside At retirement age you can collect a certain amount each month.

The amount taken out each month is based on what you have paid in for the entire time you were working. As I said, Retirement plans vary from company to company.

Source: Raymond A. Wasil, Director
Division of Guidance and Testing
State of Ohio

PLACEMENT SERVICES

This section outlines the basic practices and procedures carried out in the operation of a placement office. While other sections of the manual describe the planning, coordination, career planning, and follow-up/evaluation components that make up a comprehensive career placement services program, the fundamental purpose of the program is realized through a placement operation which effectively assists students to implement their career plans. While most of the terms used will apply to job placement, many of the principles and activities discussed apply equally to efforts directed toward placement in higher education.

A MODEL FOR OPERATION

Most placement office operations can be described under one of the four following basic steps:

- Reach and interact with students in order to serve them
- Interact with employers (and educational institutions) in order to identify career opportunities
- Refer students to career opportunities
- Follow-through to improve the effectiveness of placement activities.

EXPLANATION OF TERMS

The CAPS Career Placement Model will be presented in general terms to facilitate its' adaptation to any educational setting. Further explanation of key terms may assist in understanding the system to be described.

CAREER PLACEMENT OPPORTUNITY

Use of this term refers to the full range of career options open to students. Depending upon local priorities and needs, a specific placement office may attempt to help students reach one or more of the following types of opportunities:

Employment: Full-, part-time, and temporary jobs for both students and graduates. Co-op, work-study, distributive education, and other available options for student employment should not be excluded, such as performing arts, self-employment and other graduates career options.

Higher education: Opportunities for transfer to community colleges and four-year colleges and universities, including available programs of study, requirements for entry, and financial assitance.

Training programs: On-job-training, apprenticeship, trade schools and community skill training opportunities.

Military service: Openings and requirements for active or reserve duty with all military branches, including special training, duty, and benefit options.

Volunteer service: Full, part-time, and temporary opportunities for non-paid human resource service with local, state, or national agencies, both public and private.

EMPLOYER DATA BASE

An employer data base refers to that network of information gar- · nered through formal and informal activities which may include manpower surveys, promotional activities, personal visits, and telephone and/or mail communication with employers and higher educational institutions. It is primiarliy through this interaction with employers that career placement opportunties are identified. Job orders, company literature, and colleges catalogs can be added to the systematic accumulation of information. The base of information accumulated constitutes a basic resource for job development, information on current employment trends, and planning activities.

203

STUDENT DATA BASE

This term refers to the accumulated information on students gained through their interaction with the placement system. Students needing placement assistance are identified and reached through needs assessment, promotion, referral from school staff, walk-in, and other means. Types of contact may involve individual interviews for placement counseling; class meetings to impart placement service information and pre-employment preparation assistance; and other activities which result in knowledge of students as individuals or as a group. If a placement service plans to interact individually with students, it will need some means of maintaining student data, for example, a student registration form. A less formal system that only posts job orders might need only genralized information about students, for example how many graduating seniors are in which programs.

REFERRAL

Referral to placement opportunities involves actually assisting the student to gain entrance to any of the career options identified above. While referral may be direct (in the case of a student interview for a specific job opening arranged as a result of the placement coordinators' telephone call to an employer) or indirect (the student arranges an interview after reading a job notice on the placement office bulletin board), this process involves some sort of interaction between the student and employer data bases.

FOLLOW-THROUGH

Follow-through of placement activities indicates the consistent, day-to-day efforts made to assure that employment opportunities are current, student files are up to date, and that the outcome of referrals is known.

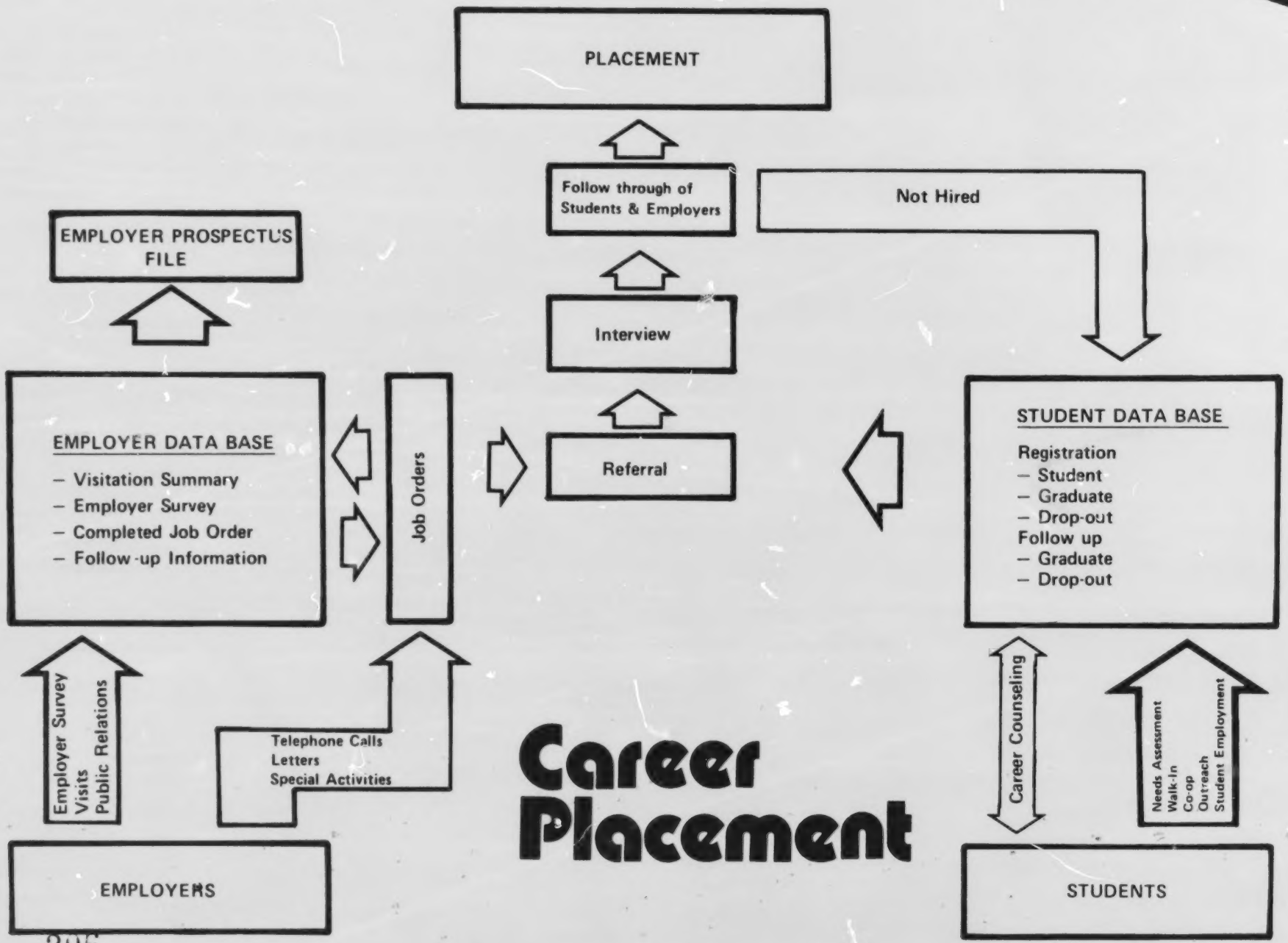
Opportunities made available through the placement office should be updated through telephone or mail verification with the employer, checking outcomes of referrals. Both students and employers provide sources of information on the outcome of referrals, through a combination of telephone, mail, and personal contacts. Follow-through with students placed should be made on a regular basis to identify any adjustment problems. Feedback obtained from these students or their employers provides useful information for the evaluation of services and of educational programs.

PLACEMENT

This term indicates the implementation of a step in the career plan of a student involving employment transition to another educational or training setting, or other career alternatives consistent with individual aptitude, interest, values, and ability.

Resources
See Placement Services Section
"Suggested Activities for
Placement Operation: 1, 2, 3, 4"

The figure on the following page illustrates the CAPS Career Placement Model for operation of a placement service. The basic steps through which the model assists students to implement career goals are discussed in the pages following the figure.


PLACEMENT
Follow through of Students & Employers
Not Hired
EMPLOYER PROSPECTUS FILE
Interview
EMPLOYER DATA BASE
– Visitation Summary
– Employer Survey
– Completed Job Order
– Follow-up Information
Job Orders
Referral
STUDENT DATA BASE
Registration
– Student
– Graduate
– Drop-out
Follow up
– Graduate
– Drop-out
Employer Survey
Visits
Public Relations
Telephone Calls
Letters
Special Activities
Career Counseling
Needs Assessment
Walk-In
Co-op
Outreach
Student Employment
EMPLOYERS
STUDENTS
Career Placement

STEPS TO CAREER PLACEMENT

The operations carried out by most placement offices can be described under four basic steps.

Reach and interact with students in order to serve them

- Needs assessment of all students is carried out to identify type and degree of need for services
- Students identified through assessment are contacted to register for services
- Promotion and outreach efforts are conducted to create student awareness of services
- Placement coordinator accepts referrals from career counselor and refers students needing career exploration to career counselor.

Resources
See PLACEMENT SERVICE Section
"Suggested Activities for Placement Operation-1"

Interact with employers in order to identify career opportunities

- A manpower survey is conducted to establish a central resource file of employer information to promote services, and to identify opportunities
- Visits to employers are made throughout the year by placement staff and other school staff
- Standardized reports of employer visits are completed by school representatives to be maintained by the placement office and disseminated to various departments
- Promotional efforts and special activities are conducted to identify placement opportunities
- Employer information file (data base) is established from manpower survey results, visitation reports, completed job orders, and related materials as central resource for job development and for career development activities of school staff.

Resources
See PLACEMENT SERVICES Section
"Suggested Activities for Placement Operation-2"

Refer students to career opportunities

- Registered students are interviewed by the placement coordinator to identify career plans, skills, and job-readiness
- Students are referred directly to appropriate opportunities during interviews or by telephone or mail contacts
- Students are indirectly referred to opportunities through posted notices, job bulletins, recruitment events, and other activities
- Students not hired return to placement office for additional job referral or for career assistance from placement or counseling staff.

Resources
See PLACEMENT SERVICES Section "Suggested Activities for Placement Operation-3"

Follow-through to improve the effectiveness of placement activities

- The outcome of direct referrals is determined by systematic follow-up with employers and students
- The effectiveness of indirect referral efforts is checked by periodic surveys (telephone, mail, or in person) of employers and students
- Student registration and job order files are systematically updated
- Students placed are followed-up to obtain evaluation of placement services and to identify the need for job adjustment counseling.

Resources
See PLACEMENT SERVICES Section "Suggested Activities for Placement Operation-4"

CONSIDERATIONS IN PLACEMENT OPERATION

The overall placement operation has been pictured as a model and described in terms of basic steps. Before moving on to suggested activities and specific resources, however, it is time to examine the types of records, forms, and procedures that determine how a placement office actually works.

NECESSARY FORMS AND RECORDS

While specific materials used will depend upon the philosophy and resources of the school as well as the scope of the total placement program, some are fundamental. The following forms are usually required:

- Student registration forms
- Job order forms
- Referral cards
- Business cards for coordinator
- Placement activity records

Examples of these and other materials are explained in a following section, "Suggested Activities for Placement Operation-1, 2, 3, 4". In the development of forms for local use, two recommendations are worth remembering. First, record only information that is needed and will be used. Second, whenever possible combine or coordinate the gathering of data to avoid a flood of forms.

PRACTICES AND PROCEDURES

The most common practices and procedures involve use of the materials mentioned above. Brief discussions of these may help in determining an appropriate operational plan for a specific school.

Interviewing of registered students is essential to effective job placement, particularly for those seeking for employment. It allows the coordinator to understand the individual students job needs, to record information needed for current or future referral, and to identify problems requiring placement counseling.

Placement counseling may be needed by students who have no immediate job goals, do not understand how their skills relate to specific jobs, experience numerous unsuccessful referrals, cannot decide between several offers, or who have special employment problems such as a physical handicap, history of mental illness, or arrest record.

Filing of student registrations should be systematized so that appropriate incoming jobs can be easily checked for possible referral. The most convenient systems use cards coded by the type of job sought, with the code perhaps corresponding to the educational programs or vocational areas offered. Cards of referred students might be placed in a separate file to facilitate follow-through contacts. Active files should be reviewed at regular intervals to identify follow-up on students with whom there has been no recent contact.

Taking of job orders is a task that requires careful quality control. If several different people record this information, the coordinator should review all completed forms for accuracy and

completeness before assigning the proper code. The job order form should provide space for name and address of company, name and phone of the contact person, job title used by the company, description of duties (including equipment to be operated), working hours, and special requirements or instructions for applying. The date received, initials of the person taking the order, and space to note action and outcome are also needed.

Filing of job orders should correspond to the coding system used for student registrations. There are two usual methods for keeping job files current, depending on the volume of orders and staff time: (1) telephone employers to check job status on a regular basis, or (2) inactivate orders after a set period of time unless the employer notifies the office that the job is still open. Inactivated job orders, filed by company and/or job code, can provide a wealth of information for job development and for placement counseling with students unsure of their job plans.

Matching of students to jobs requires a systematic check of each new job order against the files of students seeking that type of work. Records of potential applicants are reviewed to see that interest, skills, location, and hours are compatible before contacting the student for referral. In indirect referral, the student carries out this process by checking posted jobs or a job bulletin, and then either visiting the placement office for a referral or contacting the employer directly.

Job development means actively encouraging employers to hire graduates and students of the school. It may involve contacting many employers to uncover one good opportunity for a well-qualified student or convincing one employer that the school's drafting program

could provide qualified applicants for that company. Success in job development efforts requires building and maintaining good working relationships with persons in the employment community. Three hints are: (1) build credibility for the placement program by becoming well-informed on all school programs and services, (2) clearly define the kinds of placement services at the school and how to use them and, (3) work through employer organizations whenever possible to promote the placement program with employers.

Recording of placement activities is an essential procedure for accountability purposes. The simplest figures, number of students registered compared to number placed, can be obtained from periodic review of office records, as can such useful data as number and types of jobs processed and number of referrals. Separate tally or log sheets provide evidence of such activities as types of student contacts, faculty conferences, job development visits, and follow-through contacts with students and employers.

ETHICAL AND LEGAL ISSUES

In developing forms and office procedures, the placement coordinator should be aware of legislation affecting placement operation. This includes both employment legislation and laws protecting student privacy.

EMPLOYMENT LEGISLATION

The school placement office has basically the same legal responsibilities as an employment agency, and therefore, must abide by equal employment guidelines regulating taking of job orders, job referral,

and student records. In addition, the coordinator needs an understanding of relevant legislation to advise students of their rights in such matters as possible discrimination, salary concerns, overtime policies, and termination.

Relevant legislation includes the U.S. Civil Rights Act of 1964, Equal Employment Opportunity Act of 1972, Equal Pay Act of 1963, Education Amendments of 1972, and Illinois Fair Employment Act. Some very general guidelines for ethical and legal conduct of placement services include:

- Identify and work only with equal opportunity employers.
- Avoid the use of discriminatory job titles (e.g. "Countergirl," "set-up man").
- Possibly discriminatory factors such as race and sex may be included on student records for identification and statistical purposes only but cannot be used as a basis for referral.
- Any separation of student files must be based only on such relevant factors as job sought, skills, or experience.
- Avoid preferential treatment of specific employers or students.

Resources

R-92 Glossary of Employment Terms
Illinois State Chamber of Commerce.
"Equal Employment Opportunity Compliance Checklist". 1974
U.S. Commission on Civil Rights
"A Guide to Federal Laws Prohibiting Sex Discrimination." 1974.

STUDENT PRIVACY

The Family Educational Right and Privacy Act of 1974 (Buckley Amendment) insures that (1) student records kept by schools will be open to the student or parents and (2) access of outside parties

to such information is controlled by the students or parents. For secondary students under age eighteen, the parents possess rights of review and access. All post-secondary students and secondary students age eighteen and over (eligible students) exerciese these rights themselves. The placement office implications of this very complex law can be summarized:

- A release signed and dated by the parent or eligible student is required before records can be given to individuals, agencies, or organizations outide the school (also applies to detailed verbal discussion of student information).
- Such a release must specific (1) records or information to be released (2) reason, and (3) authroized recipient.
- The recipient of recommendations or other student credentials must be advised not to pass these on to third parties.
- The parent or eligible student has the right to review and challenge records.
- This right of review with regard to confidential references (evaluations) concerning application for employment or admission to educational institutions may be waived (usually to promote free expression by the writer). The use of a waiver requires (1) signed consent of parent or eligible student, (2) names of those providing recommendations to be furnished upon request, and (3) recommedations to be used only for intended purpose.
- Accurate records must be kept of those receiving student records or credentials.
- Forms provided for teacher recommendations should clearly explain to both writer and student the rules of confidentiality

Resources

Steiger, JoAnn M. "The Impact of Student Privacy Laws on Vocational Education in Illinois." Springfield: Division of ADult, Vocational and Technical Education, 1976

SUGGESTED ACTIVITIES

FOR PLACEMENT OPERATION I.

ACTIVITY	RESOURCES
1. Develop methods of contacting students through specific school programs or procedures. • Follow up each response to needs assessment with appropriate service • Develop a system of personal visits or presentations to students in classrooms • Contact dropouts through personal interviews as they withdraw. Mail or phone efforts to reach students who have already left school can be made to offer services • Contact prospective graduates through classroom announcements, special mailing, or other media • Contact former students identified through follow-up as needing placement assistance	R-47 Pre-Graduation Survey R-48 Sample Response to Needs Assessment R-49 Exit Interview Format
2. Familiarize school faculty and staff with operational procedures so they can effectively refer and direct students to placement program. Set specific procedures to share data. • Faculty referrals noted and returned on job order for placement office to verify • Summary of placement activities • Provide referral forms and/or cards to faculty for their use with students	See COORDINATION Section "Staff Development for Cooperating School Staff" R-89 Placement Report for Non-Placement Faculty R-8 CAPS Policy Statement: Faculty Memo
3. Be creative and aggressive in outreach efforts to familiarize students with placement services and staff. Samples of successful approaches include:	See COORDINATION Section "Public Relations" R-17 Promotional Brochure: Students R-18 Promotional Flyer for Students

SUGGESTED ACTIVITIES

ACTIVITY	RESOURCES
• Audio Visual presentations • Distinctive office logo for all communications • Use of attractive hallway and office graphics/artwork Win student friends by displaying their work • Portable salescaster unit • Kiosk or other distinctive shape for bulletin boards • Job or career-of-the-week features • Special telephone service with recorded messages • Outreach booth • Sponsoring audio visual presentations by department chairpersons to advise students of career trends	
4. Develop student record forms for data necessary to identify and reach the student to refer to career opportunities, and to record and follow-through services provided. Some considerations include: • Identifying data: name, address, telephone, program or major • Service data: type of placement desired, date available for placement, date, type, and outcome of contact(s) • Qualifications: skills, experience, date of birth, certificates held, and special group status • Personal: reason for leaving past employment and physcial limitations • Format: needle-sort cards, revolving file cards, printed folders, etc. • Release: Since this student data may be discussed with employers, a written, dated release should be obtained from the student	R-50 Student Registration with Referral Record R-51 Student Registration Card R-52 Student Registration and Data Card

217

SUGGESTED ACTIVITIES

FOR PLACEMENT OPERATION 2.

ACTIVITY	RESOURCES
1. Develop promotional materials and activities to gain employer involvement in the placement program. Use business cards, brochures, letters, newsletters, accompanying forms etc. Suggestions for communications include: • Facilitate employer involvement by clearly explaining services, procedures, forms, and schedules. • Provide information on all educational and special programs offered by school. • Show exact location of school including transportation and dining and hotel facilities when appropriate.	See COORDINATION Section "Organizing Community Resources: R-60 Letter and Employer Job Notice Form R-56 Employer Survey and Promotion For Area Schools R-57 Employer Letter, Survey, & Request For Visit R-14 Publicity Through Employer Organizations R-15 Promotional Flyer for Employers R-16 Letter to Parents
2. Conduct systematic survey of employers to identify current and potential career opportunities. Use mail, personal visits, and organizations to obtain current information on potential sources of career placement. Standard information necessary may include: • Name, location, and type of company. • Name,title, and phone of contact placement. • Date of contact. • Type of service employer wishes to participate in. • Specific employment needs and requirements. • Convenient time for contacts. • Request for company literature.	R-55 Employer Survey With Return Mailer R-56 Employer Survey & Promotion For Area Schools R-58 Employer Visitation Summary R-59 Record of Employer Contact
3. Plan special events or activities to bring students and employers together at the school. These might include career or job fairs; campus recruiting; and events for general or specific occupational areas. Suggestions include: • Be specific about time, date, building, and room locations.	R-71 Employer Fair R-72 Campus Recruiting: Information From Employers

SUGGESTED ACTIVITIES

ACTIVITY	RESOURCES
• Clearly explain purpose of activity. • Suggest materials to bring. • Provide for special equipment or space arrangements. • Provide time for meetings between faculty and recruiters. • Provide recruiters with accurate schedule of appointments and special arrangements. • Encourage post-secondary schools to participate as both employers (personnel departments) and schools (admissions recruiters).	R-73 Business Recruiter Interview Schedule R-74 Campus Recruiting: Information to Employers
4. Develop forms for listing of specific employment opportunities (job orders) • Card size is usually preferred, often with multiple copies: for posting, working copy, and instructor copy. • Copy for posting may list full data (enabling students to apply immediately) or restricted data (enabling placement office to keep record of referral). • Basic data: Job title and description, name and address of company, name and phone of person to contact, and intials of person taking order. • Special requirements apart from job duties include: legal age requirements, special training or courses, car needed on the job, etc. • Working/file copy should provide space to record action taken, referrals, follow-up notations, staff initials, and dates. • Provisions may be made to code data: type of company, type of job, and related curriculum.	R-61 Job Order: Multiple Copies R-62 Job Order With Referral Record R-65 Employment Opportunity Notice to Faculty

SUGGESTED ACTIVITIES

FOR PLACEMENT OPERATION 3.

ACTIVITY	RESOURCES
1. Develop form(s) necessary to refer students directly to specific opportunities. The following considerations may be useful: • For the prospective employer: the information should introduce the student, indicate referral source and person to contact, provide opportunity for feedback, and explain any special procedures necessary. • For the student: Information should serve as a reminder of the interview and introduction to the employer. • Referral card should facilitate feedback to placement office: outcome of referral, reasons for not hiring the student, postage-paid reply cards, and placement office telephone.	R-63 Introduction/Referral Card R-64 Referral to On-Campus Employment
2. Provide information for students to use in applying on their own for specific opportunities. Sample approaches include: • Explain procedures for transfer to higher education. • Provide forms, catalogs, and addresses to obtain information on specific schools and programs. • Provide lists of openings, application procedures, and sample test data for government employment, military service, apprenticeship, and other types of career opportunities.	R-68 Continuing Education: Transfer Procedures R-70 Continuing Education: Student Request for Information R-65 Employment Opportunity Notice to Faculty R-66 Job Opportunity Bulletin R-67 List of Available Applicants
3. Develop methods to notify registered students of new employment opportunities and to maintain contact with registered students.	R-82 Student Notice of Job Opportunity R-83 Student Notice to Contact Placement Office R-84 Active Placement Registrant Follow-up

SUGGESTED ACTIVITIES

ACTIVITY	RESOURCES
4. Develop forms and procedures to provide placement credentials service to students and former students. The file may be sent at the student's request to prospective employers or educational institutions. A credential file for each registered student might include: • Student resume • Offical or unofficial transcript of school work • Evaluation of student or letters of recommendation by school staff • Evaluation of student or letter of recommendation from non-school references • Student-signed release(s) to send credentials • Record of individuals receiving credentials.	R-75 Credentials: Student Instructions R-76 Credentials: Student Release and Office Record R-77 Credentials: Student Request to Send R-78 Credentials: Unofficial Transcript R-79 Student Evaluation by Vocational Teacher R-80 Student Evaluation: Non-Confidential R-81 Student Evaluation: Waiver Included
5. Assure compliance with student Privacy laws in allowing eligible student or parent access to written recommendations (evaluations) by teachers. All such recommendations are available to eligible students or parents upon request unless a waiver is signed.	R-80 Student Evaluation: Non-Confidential R-81 Student Evaluation Waiver Included See PLACEMENT SERVICES Section "Ethical and Legal Issues--Student Privacy"
6. Assure compliance with student privacy laws in release of any written records. • Obtain signed and dated release for specified purpose. • Keep accurate record of those receiving credentials • Advise recipients not to release records to any third party.	R-76 Credentials: Student Release and Office Record R-77 Credentials: Student Request to Send See PLACEMENT SERVICES Section "Ethical and Legal Issues

SUGGESTED ACTIVITIES

FOR PLACEMENT OPERATION 4.

ACTIVITY	RESOURCES
1. Develop methods to follow-through on contacts with employers and students. • Acknowledge receipt of job order and verify their status on a regular basis. • Contact employers of placed students on a regular basis to verify continued employment and identify problems. • Maintain current and complete central records through systematic efforts. • Determine the outcome of referrals. Weekly telephone calls to the employers usually gives best results. Return mail introduction/referral cards can be used, along with encouraging students to report interview results. • Periodically check student files and call in for counseling those with excessive unsuccessful referrals.	R-85 Notice to Employer of Job Listing R-86 Follow-Up to Employer of Students Placed R-91 Request for Additional Company Literature R-76 Credentials: Student Release and Office Record R-63 Introduction/Referral Card R-83 Student Notice to Contact Placement Office
2. Devise a record keeping system which facilitates evaluation of general and specific activities, meets requirements for annual reports. and facilitates future planning. Suggested considerations include: • Include placement activities by cooperating school staff. • Identify all parameters needed for various reports: number of students served, types of activities, types of students served, types and/or locations of employers. • Use a system that minimizes time spent in recording activities, yet allows concise reporting of all placement activities.	R-87 Daily Placement Activity Record R-88 Weekly Placement Activity Record R-89 Placement Report for Non-Placement Faculty R-90 Records: Placements and Withdrawals

SUGGESTED ACTIVITIES

ACTIVITY	RESOURCES
3. Follow-up on students placed to evaluate and identify additional career needs. Results of these efforts should correspond to institutional follow-up of all graduates and drop-outs.	R-86 Follow-Up to Employer of Students Placed
4. Conduct occasional reviews to determine whether specific procedures are cost-effective. • If mailed reply cards are used to determine referral outcomes, do the numbers returned justify the expense? • If direct referral is made to all jobs, are follow-up methods adequate to determine the outcomes (and to keep job and student files up to date)?	

PRE-GRADUATION SURVEY

PRE-GRADUATION JOB PLACEMENT SURVEY

_____ Quarter 19___

Name _____ Age___ (a) Male___(b) Female ___

_____ / _____ / _____ / _____
Present Address No. and Street City State Zip

_____ / _____ / _____ / _____
Permanent Address No. and Street City State Zip

_____
Present Telephone Number

Social Security Number _____

_____
Major Program of Study

You are enrolled at CCD primarily to:
Check only (a, b, or c)

a. Learn a new skill . . . . . ___
b. Get a promotion on your present job___
c. Get a new job . . . . . ___

The following information is needed to aid in establishing and maintaining quality vocational education programs with equal opportunity for all groups.
I consider myself to be:

a. _____ American Indian
b. _____ Black
c. _____ Mexican American
d. _____ Oriental
e. _____ Puerto Rican
f. _____ Spanish American
g. _____ White
h. _____ Chicano
i. _____ Other (Specify)

Are you presently employed (a) Yes___ (b) No___ (a) Full-Time___ (b) Part-Time___
(30 hours or more)

If you are employed:

a. Name of Firm _____

b. Address of Firm _____

c. Your job title _____
(Example: Secretary, Mechanic, Fireman, etc.)

Salary range of your present job
Check only (a,b,c, or d)

a. $0 - $300 per month
b. $301 - $600 per month
c. $601 - $900 per month
d. $901 - and above per month

Are you a Veteran discharged after August 1, 1964 Yes___No___

After graduation do you plan to remain with this firm? a. Yes ___ b. No ___

Are you planning to continue your education next quarter? a. Yes ___ b. No ___

Are you in need of Job Placement assistance? a. Yes ___ b. No ___
(This is a FREE service rendered by the College)

Source: Community College of Denver
Denver, Colorado

CAPS • Resource

GOLDEN GATE COLLEGE 536 Mission Street, San Francisco, California 94105 • Tel. 415-391-7000

In response to the questionnaire you filled out at the beginning of the semester, the Career Planning and Placement Center has a list of resource people who are willing to discuss careers in the areas of your interest.

When you are ready to have us make an appointment for you with a member of the Career Bank, please come to the Placement Center.

In addition to the Career Bank resource people, there are tapes on the following subjects for you to listen to at your convenience in the Placement Center:

Federal Careers in Law (video tape)
Federal Careers (video tape)
Careers in Data Processing (video and cassette tapes)
What the Employer Expects in an Interview (video and cassette tapes)
Careers in City Government (cassette tape)
Management Training Programs (cassette tape)
Careers in Public Accounting (cassette tape)

We look forward to seeing you.

Sincerely yours,

Arvilla Seligman
Director, Career Planning
and Placement Center

APS:gm

CARS - Resource

Source: Golden Gate College
San Francisco, California

SARASOTA COUNTY PUBLIC SCHOOLS

EXIT INTERVIEW FORMAT

(To be filled out by the interviewer)

Student's Name_____ School_____ S.S.# _____

Permanent Address _____
(Street) (Town) (State)

Telephone_____ Age_____ Race_____ Marital status_____

1. Date of attendance at this school. Date entered _____ Grade level _____
   Date withdrew_____ Grade level _____

2. Student's principal means of support during this school year.
   _____parents _____relatives _____self-supporting _____other

3. Where is the student living at the time of his leaving school? _____with parents
   _____with relatives _____with spouse _____by themselves _____with friends

4. Is the student presently employed? _____yes _____no
   If affirmative, the firm's name and address and brief description of duties.

   _____

   _____

5. Is the student presently seeking employment? _____yes _____no
   If affirmative, what type of employment? _____

6. The student's long term career objectives. _____

7. Student's reasons for leaving school.

_____military	_____full-time employment	_____many friends quitting
_____marriage	_____no longer interested	_____educational goals completed
_____medical	_____excessive absence	_____suitable programs not
_____pregnancy	_____overage for grade	available (please
_____graduated	_____involuntary	specify)
_____other_____	_____	_____

8. As a whole how does the student feel about his experience at this institution?
   _____like it very much _____disliked it very much
   _____liked it pretty well _____disliked it more than liked it
   _____neither liked nor disliked

   Course that he felt to be most beneficial to him. _____
   Course that he felt to be least beneficial to him. _____

9. How could this school have encouraged this student to remain in school?
   _____offer more courses or programs in_____
   _____offer more counseling services
   _____give students more opportunity to participate in extra curricular activities
   _____reduce cost of activites, supplies and fees
   _____provide more information about jobs and careers
   _____reduce the size of classes
   _____offer more opportunities to become involved in co-op programs
   _____other (please specify) _____

10. Does the student plan to return to school in the near future? _____yes _____no
    If affirmative, the type of program they plan to enter:

_____return to this institution at a future date	_____night school
_____junior college or two-year college	_____vocational-technical school
_____other program in the country	_____college or university

11. Counselor assessment of the student's reason for withdrawal, if different from #7.

    _____

    _____

    _____ _____
    (Interviewer) (Date)

Source: The School Board of Sarasota County
Sarasota, Florida

CAPS • Resource

STUDENT REGISTRATION WITH REFERRAL RECORD

EL CAMINO COLLEGE
PLACEMENT OFFICE
APPLICATION FOR EMPLOYMENT

Registration Number

NAME _____ DATE _____
Last First Middle

ADDRESS _____
Street City Zip Code Telephone Number

Veteran? Yes ___ No ___ Have a Car? Yes ___ No ___ Driver's License? Yes ___ No ___ ___ - ___ - ___ Soc. Sec. No.

School Information	*School Schedule*																								*Skills*	*Visit Dates*
Semester 1 2 3 4	*Fall*							*Spring*							*Summer*										
Enrolled		M	T	W	T	F			M	T	W	T	F			M	T	W	T	F						
Units Completed	8							8							8									Typing Speed	
Major	9							9							9									Shorthand Speed	
Major Courses Completed	10							10							10									Machines (Specify)	
	11							11							11										
	12							12							12										
	1							1							1										
	2							2							2										
	3							3							3									Other	
	4							4							4										
	5							5							5										
	6							6							6										
	7							7							7										
	8							8							8										

EL CAMINO COLLEGE
PLACEMENT OFFICE
STUDENT EMPLOYMENT APPLICATION
Past Work Experience

Employed From	To	Name of Firm	Position

Do Not Write Below
REFERRALS AND PLACEMENTS

Date	Name of Firm	Job Classification	P.T. F.T.	Action

PO-3 Revised 11/74

CAPS • Resource

Source: El Camino College
Torrance, California

STUDENT REGISTRATION CARD

CAPS REGISTRATION CARD

Date _____

Name _____ Birthdate _____ Age* _____

Address _____ City _____ Zip _____

Phone _____ Social Security Number _____

Special Skills/Work Experience _____

_____

_____

Desired Job _____

Career Plans _____

Days and Hours You Can Work _____

Will You Have Transportation? _____

Teacher References: 1. _____ School Phone _____

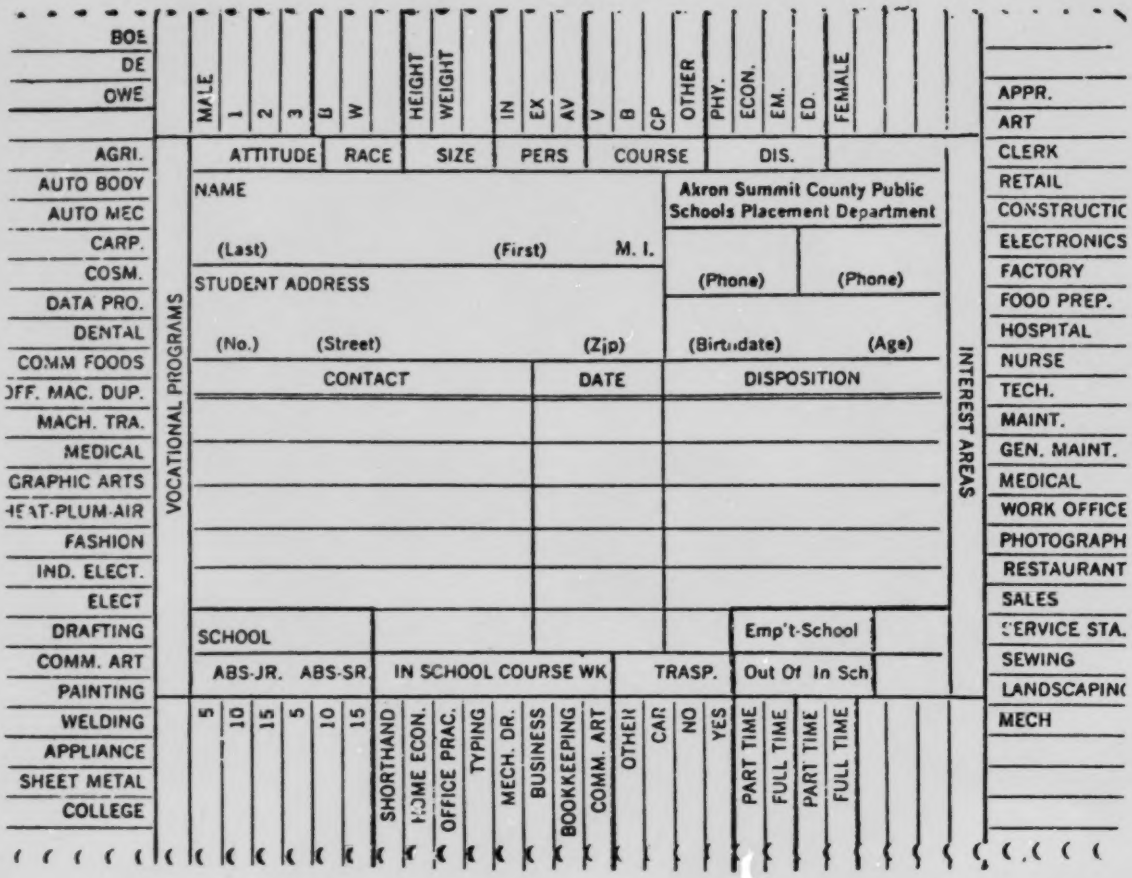
2. _____ School Phone _____

*Must be signed if under 18. I approve of my son/daughter registering for Job Placement Services

PARENT/GUARDIAN SIGNATURE: _____ DATE _____ OE-10

Source: Edwards County Senior HIgh School
Albion, Illinois

STUDENT REGISTRATION AND DATA CARD



Source: Raymond A. Wasil, Director
Division of Guidance and Testing
State of Ohio

CAPS • Resource

REGISTRATION FOR ON-CAMPUS EMPLOYMENT

Date _____19_____

PLACEMENT OFFICE

Check: Freshman ( )
Sophomore ( )

REGISTRATION FOR ON-CAMPUS EMPLOYMENT

YOU MUST BE REGISTERED FOR AT LEAST SIX CREDITS TO BE ELIGIBLE FOR ON-CAMPUS EMPLOYMENT

Name _____ Soc. Sec. No. _ _ _-_ _-_ _ _ _
Last First

Address _____ Zip Code _____

Height _____ Weight _____ Age _____ Phone _ _ _-_ _ _ _

Days and Hours I am Available for work:
Mon. Tues. Wed. Thurs. Fri.

_____ _____ _____ _____ _____

Counselor:

I am registered for ____ credits

Special skills or employment interests:
General office-Filing( ) Switchboard( ) Typing ( ) __wpm Shorthand( ) __wpm
Janitorial work ( ) Stock work ( ) Library work ( ) Outside maintainance Grounds( )
Audio-Visual equipment( ) Campus tutor, Subject area _____ Other-specify

Placement Office use only:
Work-Study Qualified( ) Work-Study Limit $_____
Request Rec. (date) _____ Auth. No. _ _ _ _ _
Tax forms comp.( ) Date _____
Evaluation Form _ _ Submitted ( ) Received ( ) ____
date

Comments:

_____
_____
_____
_____
_____

Source: Cuyahoga Community College/Western Campus
Parma, Ohio

CAPS • Resource

EMPLOYER RECOMMENDATIONS

Realizing that employer input is absolutely essential in the development of a model placement center, MPC project staff obtained recommendations and suggestions from employers by means of personal interviews. Employers were asked to comment on or discuss any ideas, problems, or insights into the operation of a placement office based on the employer's own experiences. The following is a list of those recommendations stated by employers and categorized into six objectives. (Note: These suggestions are not necessarily representative of all employers in the survey of the Model Placement Center staff themselves.)

To familiarize and interpret school programs and services to employers:

- Provide employers with school catalogs and brochures which would help to identify programs and services.
- Serve as a resource person in explaining and interpreting programs and services of school.
- Translate employer needs in terms of specific curricula.
- Keep employers abreast of changes in or addition to programs.

To provide suitable facilities for employer and student use:

- Provide comfortable reception area with company materials available for reading.
- Arrange for quiet and private offices for interviewing.
- Locate placement office in area of high student traffic.

To prepare students for interviews with employers:

- Provide company literature for student reading.
- Provide training, conferences, workshops, seminars for students on the realities of the employment world. (Example: Classes on the job search or interviewing skills).
- Prepare and counsel students prior to the interview.
- Provide students with realistic information about the labor market.
- Control student absenteeism from interviews; remind students of interviews by telephone or mail. Reschedule students to fill in gaps created by people unable to make appointments.

To provide employers with appropriate information about students:

- Provide a monthly listing of students available for work.
- Arrange for the delivery of student resumes, transcripts, and credentials to employers well in advance of recruiting interviews.

(over)

CAPS • Resource

Record the changes in numbers of graduated in various curriculums.

Serve as a resource of information on other agencies that can provide candidates when not available from the school.

When feasible, verify work records, check recommendations, evaluation by deans or instructors.

Follow-up students after graduation.

Respond as quickly as possible to job orders.

To establish and maintain good relations with employers:

Develop and maintain rapport between the school and business by means of personal contact.

Provide factual information about students or programs which does not mislead employers.

Don't use high-power sales pitches to help convince employers that they need students.

Contact employers periodically to maintain good relations and provide current information.

Be knowledgeable enough or obtain enough information about students and programs to avoid transferring employers to department heads.

Staff placement offices with professionals (business degree, or experience, personnel course work or background, administration background, etc.)

Facilitate understanding and familiarity between employers and placement offices by providing one person who always contacts the company.

Have a full-time placement officer available <u>at the school office</u> during all business hours.

To maintain and update student and job files:

Periodically update all student job files.

Contact employers two weeks after job order is given to see if position is still open.

Send acknowledgements on job orders (post card is acceptable).

EMPLOYER SURVEY WITH RETURN MAILER

EMPLOYER SURVEY

Name_____ Position_____

Business_____ Phone_____

Address_____ City_____ Zip. _____

Type Business_____ Number of Employees_____

Contact Person_____ Title_____

Please check the type of employee you would consider:

___ Graduating Seniors
____ Apprentice program ____ before graduation ____ after graduation
____ Part-time student help
____ Summer help
____ Unemployed adults

List job titles or describe any special qualifications or skills desired:

1. _____
2. _____
3. _____
4. _____

Please indicate the area of interest in which you or your company would like to establish a cooperative relationship with our office.

____ Job announcements
____ Recruitment visitations to high school
____ Want Placement Director to visit company
____ Serve on an advisory committee
____ Provide speakers in your area of expertise which is_____
____ Allow individual student observation
____ Allow supervised group visitation
____ Individual career vocational counseling to students
____ Other_____

COMMENTS:_____

_____

_____

Thank you.

Become a "Career Education Employer"

Please fold and staple

(over)

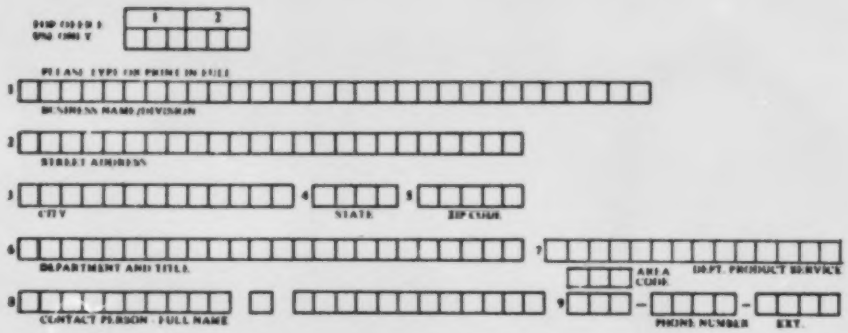
McHENRY HIGH SCHOOL
Personnel Office - Work Experience
4724 W. Crystal Lake Road
McHENRY, ILLINOIS 60050

BUSINESS REPLY MAIL
First Class Permit No. 160 McHenry, IL 60050

COORDINATION AND COOPERATION OF SCHOOL AND COMMUNITY

Source: McHenry High School
McHenry, Illinois

MANPOWER SURVEY/PROMOTION FOR AREA SCHOOLS



TYPE OF BUSINESS

9 MANUFACTURING (Circle only one)

0 Aerospace
1 Chemicals/Allied Products
2 Computers (excludes Computer Mfg.)
3 Food/Tobacco/Beverage
4 Instruments/Electrical
5 Paper/Paper Products
6 Petroleum/Coal/Rubber
7 Primary/Fabricated Metal
8 Printing/Publishing
9 Textiles/Apparel
10 Transportation Equipment
11 Other Manufacturing

Please specify _____

NON-MANUFACTURING (Circle only one)

0 Allied Health
1 Consulting or Accounting Services
2 Educational
3 Engineering
4 Financial
5 Government
6 Insurance
7 Mining/Construction
8 Public Utilities
9 Research and Development
10 Trading/Wholesale/Retail
11 Other Non-Manufacturing

Please specify _____

11 Potential Areas of Interest/or Service to YOU! (Circle one or more)

0 Full-Time Career Employment
1 Part-Time Employment
2 Summer Employment
3 On-Campus Recruiting
4 Career Day Participation
5 Provide Career Information On-Campus
6 Plant or Company Site Tours
7 Curriculum Advisory Member
8 Apprenticeship
9 Cooperative Internship Programs
10 Job Upgrading via continuing education programs

12 CURRICULUM INTEREST

Circle one or more of the curriculum where potential employment could occur. Refer to numerical curriculum guide listing (opposite page, center fold.)

0							
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88
89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104
105	106	107	108	109	110	111	112
113	114	115					

13 Are your commitments, credit now or more Community Colleges where you are in demand.

0 All Leagues College
1 Henry Ford
2 Highland Park
3 Macomb College
4 Macomb South
5 Monroe
6 Mott
7 St. Clair
8 Schoolcraft
9 Washtenaw
10 Wayne

14 Preferred Method of Employment Contact (Circle one or more)

0 On-Campus Recruiting Interview
1 Mailed Resume Followed by Company Notification
2 Placement Officer Referral Only
3 Telephone Contact Only
4 Appt. In Person
5 Employer Initiates Contact from C A R E E R Lab.
6 Any of the Above

NOTE: It normally takes 4 to 6 weeks to process this application. (Detach application, fold insert in enclosed envelope and mail immediately.)

AGRICULTURE RELATED
1. Animal Health
2. Recreation Leadership

DISTRIBUTION & MARKETING RELATED
5. Distributive, Marketing, Retailing and Wholesaling
6. Real Estate
7. Transportation Tech.

HEALTH OCCUPATION RELATED
11. Dental Assistant
12. Dental Lab Technician
13. Environmental Tech.
14. Hospital Ward Management
15. Inhalation/Respiratory Therapy Tech.
16. Medical Emergency Tech.
17. Medical Lab Tech.
18. Medical Office Specialist
19. Medical Records Tech.
20. Mental Health Assistant
21. Nurse Aide
22. Nursing - R.N. & L.P.N.
23. Occupational Therapy Assistant
24. Radiology Tech.

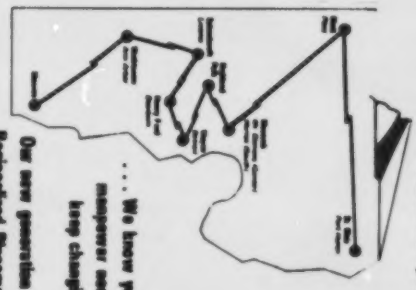
HOME ECONOMICS
26. Child Care Worker

OFFICE OCCUPATIONS RELATED
29. Accounting
29. Bookkeeping
30. Clerical
31. General Business & Bus. Tech.
32. Industrial Administration
33. Labor Studies
34. Legal Secretarial
35. Medical Secretarial
36. Para Legal Tech.
37. Public Administration
38. Secretarial

TECHNICAL EDUCATION
46. Architectural Construction
47. Agricultural Mechanics
48. Agricultural Tech.
49. Architectural Drafting Tech.
50. Audio Visual Tech.
51. Automotive Tech. & Related
52. Auto Body Design Tech.
53. Auto Safety Tech. & Emission
54. Bio-Medical Equipment Tech.
55. Chemical Tech.
56. Civil Tech.
57. Climate Control Tech.
58. Data Processing & Related Area
59. Drafting & Design Tech.
60. Electrical
61. Electronic & Electro-Mech.
62. Fire Science Tech.
63. Food Service Professional Institutional/Industrial
64. Industrial Drafting
65. Library Tech. Assist.
66. Law Enforcement/Police Administration/Security & Loss Prevention
67. Manufacturing Eng. Tech/Mech. Tech.
68. Metals Machining/Metals Tech.
69. Numerical Control
70. Quality Control/Metrology & Calibration
71. Safety Technician
72. Special Machine Design Tech.
73. Surveying Tech.
74. Tool, Fixture & Die Design
75. Urban Technology
76. Welding Technology
77. Youth Services Worker
78. Metallurgical Technician

TRADE AND INDUSTRIAL RELATED
86. Automobile Safety
87. Automotive Servicing/Mfg'l. Tech.
88. Aviation Mechanics
89. Construction Tech.
90. Culinary Arts
91. Fluid Power Tech.
92. Graphic Commercial Art/Photo
93. Hospitality Services
94. Industrial Sculpture
95. Industrial Supervision & Mfg'l.
96. Interior Design
97. Lighting Construction Tech.
98. Marking Operations
99. Marine Technology
100. Printing Technology
101. Publishing Technology
102. Radio and T.V. Repair

GENERAL EDUCATION STUDIES
109. Pre-Business Administration
110. Pre-Education
111. Pre-Engineering
112. Liberal Arts-Non Science
113. Liberal Arts-Science



A NEW GENERATION of SKILLED MANPOWER

from the Regional Job Placement System

. . . We know your manpower needs keep changing.

Our new generation of Regionalized Placement Communications keeps pace.

14480 Twelve Mile Road, Warren, Michigan 48093
Telephone (313) 778-3600 or 778-3610

(over)

CAPS • Resource

SEMLCC – A League in the Making

"Measurements we're proud of"....

The nine SEMLCC members enroll nearly 75,000 persons, approximately one half of the full-time equated students who attend Michigan's 29 public community colleges. Their combined state appropriations exceed 50% of Michigan's community college expenditures. Collectively, their career education programs number over 1,000 offerings and are designed to meet the education needs of communities throughout seven counties in southeastern Michigan.

A pattern for Placement that's original....

Under the direction of their nine Community College Presidents, and coordinated through a newly established Regional Job Placement Center, the SEMLCC Placement Officers and their colleges have publicly embraced the concept of the inter-relatedness of their institutions and Placement Service activities. Based on the belief that a common labor market exists between community college students and employers in southeastern Michigan, Placement has recognized the need to develop a very real interchange between the world of work and world of education. The availability, of basic and reliable information on employment opportunities, both short range and long range, is a necessary ingredient in viable career planning and Placement. It is furthermore believed, that the most effective approach to planning and coordination of all Placement activity is through a centrally coordinated Southeastern Michigan Regional Job Placement System.

Regional Placement Center

Meeting the placement needs of community college students and Placement Offices, through full-time service to Southeastern Michigan employers...

Available Employer Aids:

1. SEMLCC FALL MANPOWER REPORT–Provides the employer with an up-to-date, comprehensive but concise curriculum guide – as well as total student enrollment characteristics by major, for all nine SEMLCC institutions.
2. C.A.R.E.E.R.–"Computer assisted recommendations for Employer/Employee Recruiting"–A computer system that retrieves information based on employers needs and students education and work skills. Outputs for the C.A.R.E.E.R. system are forwarded to employer participants and provide information on select students whose employment credentials meet basic prerequisites, should employment be available.

NOTE:
Recognizing the many variables in the employment process, C.A.R.E.E.R. is not intended to match the employer with employee rather it is designed to merely identify potential employment markets and provide related vital information.

3. The Job Prospectus–A regional employment listing service available to all employers. Part-time and full-time job requests are listed daily and forwarded to all college placement centers for immediate action. The eventual addition of terminals at all placement centers will enable the banking & dissemination of job opportunities among all nine community colleges. The proposed Employment Information System is referred to as "E.I.S.," and is one of several future projects currently being developed through the joint efforts of the Southeastern Michigan Regional Job Placement Consortium.

Where the Action Is:

At all nine SEMLCC Placement Centers

Available Employer Aids:

1. Year-Round Employment Listings
2. Pre-Screening and Referral of Student and Alumni Applicants
3. On-Campus Recruiting Interviews
4. Pre-Employment Skills Seminars (Resumes, Interviewing)
5. Student Credential (Resume Mailing*)
6. Student Transcripts*
7. Career Days/Employer Nights
8. Individual/Group Tours
9. Employer-Instructor Conferences
10. Curriculum Outline/Catalogue
11. Job Upgrading
12. Employer Information Library

*Released with student's signed permission

Packaging the Product

"Students are our business – our only business"

Thousands of people from all walks of life attend Southeastern Michigan community colleges daily ... and nightly! They have found that community colleges are convenient, attending classes just minutes away from where they work or live. Upon admission, students are guided into programs in which they demonstrate potential interest and ability. Each college maintains a staff of superior instructors whose prime duties are their teaching/counseling assignments and students. Instruction takes place in modern laboratory facilities, and is based on simulated and real work situations. A growing number of students enrolled in community college curriculums choose to extend their educational training through cooperative internship. At the completion of their programs, graduates possess the applied knowledge gained through "hands on experience," for entry into semi-professional, trades, technical occupations or transfer to a senior college or university. Follow-up of the community college product over-whelmingly points out that these graduates progress rapidly into positions of increasing skill and responsibility in their chosen field of work within the southeastern Michigan community.

With the masses of students moving through the community college, important placement patterns are beginning to develop:

1. "Upword Mobility" – is characteristic of people who have had initiative to earn a two year associate degree leading to opportunities for supervisory, managerial/technical assignments.
2. "Continuing Education" – Many two year graduates continue their education on a part-time or full-time basis at four year colleges or universities.
3. "New Skill Category" – Is often the end result of hiring the technical two year graduate, as most formal skill level analysis by employers, has occurred above and below the two year skill level.
4. "Choose employment in southeastern Michigan – although two year career skills are highly portable, most community college applicants maintain roots within southeastern Michigan.
5. "Job satisfaction"–typically Career Candidates are work oriented and take great personal pride in being able to work their way up.

Hopefully, our graduates will feel that their placement has served to open the first of many doors in the realm of their educational experiences.

Gathering the Forces to Meet the Challenge Through . . . S.E.M.L.O.E.

Recent years have evidenced the realization that a strong relationship exists between the world of education and the world of work. The joint education-manpower responsibilities of community college educators and southeastern Michigan employers involve many common goals. One such goal is the preparation of people for success in various occupations.

There has been a need for a common occupational language as well as a system for exchanging information that will aid the cooperative efforts of both employers and educators in achieving numerous similar objectives.

Making it happen through...

Membership into the Southeastern Michigan League of Employers S.E.M.L.O.E. (at no cost) will provide the required information used in our employer data base. The resulting exchange of information, will undoubtedly bring about the needed inter-phase between community college students and their Placement Offices on the one hand, and the employers of southeastern Michigan on the other. For employers and the community we serve, it can minimize the variables that make recruitment often ineffective and unemployment expensive. The continuous flow of up-to-date information can expose students to the full range of options in an era when change will be the order of the day. Through instructional and guidance faculty, this information can offer practical guidelines for counseling and curriculum updating and re-assessment.

As S.E.M.L.O.E. grows, its memberships will come to recognize the value of its service to community college education. "Our greatest wealth in southeastern Michigan lies in its human resources. Continued development of these resources requires both employers and community college educators to pull together not apart." *(Application on backside)*

Source: Southeastern Michigan League of Community Colleges
Warren, Michigan

Mid-Valley Area Vocational Center

KESLINGER AND MEREDITH ROADS / MAPLE PARK, ILLINOIS 60151 / 312/365-6468

DR. DAVID H. RADCLIFFE, Superintendent, School District 302

HARVEY L. BOS, Director, Vocational Education

Dear Sir:

Have a manpower headache? Is one of your headaches caused by a need for skilled employees that you can't locate? Want a remedy? Do you know that Mid-Valley Area Vocational Center students are learning skills that will help them become valuable employees?

Mid-Valley Area Vocational Center is an extended campus for high school juniors and seniors from Batavia, Central, Geneva, Kaneland, and St. Charles. Students learn job attitudes, procedures, safety practices, and skills through classroom and hands-on activities in up-to-date facilities with modern equipment and highly qualified instructors. Fox Valley industrial needs, knowledge of salary ranges and benefits are included in course objectives. A brochure describing the courses offered at the center is enclosed for your information.

Placement in a job where they can use their skills and knowledges is very important to these young people. Many of them want to live and work in the Fox Valley and the immediate vicinity. This qualified group of potential employees may help you to relieve some personnel headaches that you now have.

Will you please fill out the enclosed survey form and return it in the self-addressed envelope to Mid-Valley Placement Service? The information you give us will be used confidentially only at the center. Thank you for your assistance and cooperation in providing this information for use with our young people.

Sincerely yours,

Terry L. Applegate
Placement Director

TLA:fm

(over)

MID-VALLEY AREA VOCATIONAL CENTER

SURVEY QUESTIONNAIRE

Business name_____

Business address_____

City_____

Telephone number_____

Main product or service of your business_____

Approximate number of employees: Office _____ Factory _____

Could a vocationally trained high school graduate be used in your business?

_____

Has your business ever cooperated with an area high school in training students?

_____

Would you be interested in using your business as an extension of the local high school (cooperative education) and train these people at your business?

_____

Do you ever need part-time help?_____

Do you have jobs in your business for people with skills in one of the following areas? Please check any area below.

_____Small Engine Repair	_____Agriculture	_____Data Processing
_____Secretarial	_____Health Care	_____Food Service
_____Clerical	_____Electronics	_____Drafting
_____Auto Mechanics	_____Metals	_____Child Care
_____Graphic Communications	_____Welding	_____Cosmetology

Other:_____

Would you be interested in having a representative of Mid-Valley Area Vocational Center stop by and explain how we may be of service in helping you meet your trained man power needs?_____

Who should be contacted?_____

Name of person filling out this survey:_____

Title:_____

Source: Mid-Valley Area Vocational Center
Maple Park, Illinois

EMPLOYER VISITATION SUMMARY

GRUNDY AREA VOCATIONAL CENTER

GENERAL COMMUNITY SURVEY

FIRM _____ DATE _____

ADDRESS _____ PHONE _____

PERSON INTERVIEWED _____ POSITION _____

TYPE OF BUSINESS _____ NUMBER OF EMPLOYEES _____

DO YOU HAVE JOBS IN YOUR ORGANIZATION FOR PEOPLE WITH SKILLS IN ONE OF THE FOLLOWING AREAS?

	#	$		#	$
Secretarial	____	_____	Welding	____	_____
Clerical	____	_____	Building Trades	____	_____
Auto Mechanics	____	_____	Electricity/Electronics	____	_____
Auto Servicing	____	_____	Farm Operations	____	_____
Health Care	____	_____	Conservation	____	_____

WOULD YOU LIKE ONE OF OUR INSTRUCTORS TO DISCUSS A SPECIFIC TRAINING PROGRAM IN DETAIL WITH YOU OR ANOTHER MEMBER OF YOUR ORGANIZATION? _____

DO YOU HAVE UNION RESTRICTIONS ASSOCIATED WITH CERTAIN JOB CLASSIFICATIONS? _____

DO YOU HAVE JOBS FOR YOUNG PEOPLE WITHOUT ANY SPECIFIC JOB SKILLS? _____

DO YOU FIND THAT PEAK BUSINESS OR EMPLOYEE VACATIONS REQUIRE YOU TO EMPLOY SUMMER HELP?

HOW CAN WE BEST COMMUNICATE WITH EACH OTHER CONCERNING YOUR PERSONNEL NEEDS? _____

COMMENTS: _____

INTERVIEWER _____

Source: Grundy Area Vocational Center
Morris, Illinois

CAPS • Resource

RECORD OF EMPLOYER CONTACT

Bus. No. _____
Acct. No. _____

EMPLOYER CONTACT CARD

Company Name _____ Phone _____
Address _____ City _____ Zip _____
Contact Person _____ Position _____
Type of Business _____
Special Skills Required _____

SIZE	HIRES	SUBSIDIZED	AGE	OCCUPATIONAL AREA
1. 1-5 ___	1. Full-time ___	1. NYC ___	14 ___	1. Business-Office ___
2. 5-20 ___	2. Part-time ___	2. VEPS ___	15 ___	2. Communication ___
3. 20-50 ___	3. Summer ___	3. PCP ___	16 ___	3. Construction ___
4. 50-100 ___	1. Graduates ___	4. PAY ___	17 ___	4. Food Service ___
5. 100-500 ___	2. Co-op ___	5. Work Study ___	18 ___	5. Health ___
6. 500+ ___	3. Subsidized ___	6. Alternative School ___	Adult ___	6. Manufacturing ___
	4. Handicapped ___		SEX	7. Marketing ___
	5. Dropout ___		Male ___	8. Public Service ___
	6. Skill Center ___		Female ___	9. Transportation ___
	7. Adult H. S. ___			10. Recreation ___
				11. Education ___
				12. Artistic ___

CONTACT MONTH

JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.

Source: Student Placement Service
Flint, Michigan

R60

LINCOLN LAND COMMUNITY COLLEGE

(ACCREDITED APRIL 1971 BY THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS)

SHEPHERD ROAD SPRINGFIELD, ILLINOIS 62708 AREA CODE 217, 529-7111

Dear Sir:

I am writing in hopes of establishing a formal communication link between our institutions. Lincoln Land Community College has recently taken a direct step toward providing a FREE service to students and employers, inorder to facilitate the supply/demand of employment needs within our college district. Therefore, the Placement Office has responsibilities of assisting students in career planning and placement, for both full and part time employment.

Inorder to provide placement services within our college district, certain information from you - the employer - is needed. I have enclosed pertinent information about us (LLCC) and an employer Job Notice Form.

I invite your institution to participate, to "look us over", and possibly visit our campus to observe our programs and students. Possibly we can meet, at your convenience, to discuss the contents of this correspondence and any ideas you may have in regards to student placement/employment and your individual manpower needs. You may contact me at (217) 529-7111, extension 281. Looking forward to future contact, I remain:

Sincerely,

Kenneth L. Franklin

Kenneth L. Franklin
Director, Placement Services

enc:
sc

(over)

R60

LLCC
PLACEMENT OFFICE

Do you have any job openings in your organization for current or recent college graduates?

We can recommend potential candidates who are recent two (2) year college graduates, in a number of fields. Or, if you desire, we can provide a FREE posting of your PART-TIME job needs.

If we can assist you with our FREE service, please complete the following:

JOB NOTICE

Company Name_____

Address_____

City,State,ZipCode_____

Name of Contact & Title_____

_____Phone_____

Job Title_____

Part or Full Time_____

Description and Other Comments_____

_____

_____

Salary Range_____Work Hours_____

To mail - just fold, staple and add postage. Thank you.

Source: Lincoln Land Community College
Springfield, Illinois

COLLEGE OF DuPAGE GLEN ELLYN, ILLINOIS 60137 Phone 858-2800

STUDENT JOB OPPORTUNITY

JOB TITLE _____ DATE RECEIVED ___/___/___

DESCRIPTION OF WORK _____

_____ SALARY/HR _____

FULL TIME ☐ PART TIME ☐ APPRENTICE ☐ TRAINING PROGRAM ☐ HOURS/WK _____

SUMMER ☐ VACATION ☐ OTHER _____ DAILY HOURS _____

QUALIFICATIONS _____

_____

_____

SEX _____ MINIMUM AGE _____ DRIVERS LICENSE _____

EMPLOYER INFORMATION

COMPANY _____

ADDRESS _____ ZIP _____

CONTACT _____ PHONE _____

☐ CALL FOR APPOINTMENT ☐ APPLY IN PERSON

_____

_____

SEX _____ MINIMUM AGE _____ DRIVERS LICENSE _____

EMPLOYER INFORMATION

COMPANY _____

ADDRESS _____ ZIP _____

CONTACT _____ PHONE _____

☐ CALL FOR APPOINTMENT ☐ APPLY IN PERSON

COMPANY _____

ADDRESS _____ ZIP _____

CONTACT _____ PHONE _____

☐ CALL FOR APPOINTMENT ☐ APPLY IN PERSON

EMPLOYER INFORMATION

COMPANY _____

ADDRESS _____ ZIP _____

CONTACT _____ PHONE _____

☐ CALL FOR APPOINTMENT ☐ APPLY IN PERSON

5825

1043 3-72

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DATA PROCESSING

BULLETIN BOARD

OFFICE COPY

FILE COPY

JOB ORDER: MULTIPLE COPIES

R61

Source: College of DuPage
Glen Ellyn, Illinois

215

246

CAPS Resource

NO. 0422

TB	Method

JOB OPENING

BUCKS COUNTY COMMUNITY COLLEGE
PLACEMENT OFFICE
NEWTOWN, PA. 18940

DATE _____

Phone: 968-5861

JOB TITLE _____

JOB DESCRIPTION _____

REQUIREMENTS _____

☐ Part-Time ☐ Full Time ☐ Summer ☐ Career

SALARY _____

HOURS _____

SAT. _____ SUN. _____

LOCATION _____

NAME OF FIRM _____

ADDRESS _____

CONTACT: _____

TITLE _____

PHONE _____

APPLICANTS

DATE	NAME	RESULTS	DATE	NAME	RESULTS

BC3-361-2 3/74

ORIGINAL

Source: Bucks County Community College
Newton, Pennsylvania

217

218

R&S

CAPS • Resource

INTRODUCTION/REFERRAL CARD

JOHN A. LOGAN COLLEGE

Placement Office Introduction Card

To: _____

This student, _____

is being referred to you in response to your request for

_____

Thank you for making this job opportunity available to a John A. Logan College student.

George Pullis
Career Counselor/Placement

Please complete the appropriate item below, fold, staple, and mail this card.

☐ *Hired - Date stated work* _____

☐ *Not Hired*

☐ *Application on File*

Interviewer _____

To improve our service to area business and industry, we invite your comments below.

_____

_____

_____

_____

_____

(return address and postage imprinted on back of card)

Source: John A. Logan College
Carterville, Illinois

REFERRAL TO ON-CAMPUS EMPLOYMENT

PLACEMENT OFFICE REFERRAL CARD

_____ 19____

To:

This student, _____
is being referred to you in response to your request for

_____

(front)

Note: Students approved for employment under the College Work-Study program are limited to working _____ hours per week while classes are in session. Those approved under this program should be given priority if qualified.

This student is ___ or is not ___ approved for CWSP.

(back)

To the Employer: Please complete the following and return to the Campus Placement Office.

Interviewed by _____ Date _____

Accepted: Yes ( ), No ( ). Starting date _____
If student is not accepted, this action may also be communicated to Placement Office by phone or direct contact in order that further student referrals may be quickly made.

Comments (If student was not accepted, please state reason.)

_____

_____

Received by Placement Office _____

Date _____

Source: Adapted Cuyahoga Community College/Western Campus Parma, Ohio

CAPS • Resource

EMPLOYMENT OPPORTUNITY NOTICE TO FACULTY

FULLERTON COLLEGE
Placement Office

Date:

To:

From: Placement Office

Subject: Employment Available

The following employment opportunity was recently reported to this office. We believe you may know of students that need work whom you would recommend or refer to this office. Perhaps you would wish to announce it to your class or post it in a place where it may be seen by likely candidates. Further information is available; however, we would like anyone interested in applying to be processed and referred through this office.

Not valid after:_____

FULLERTON COLLEGE

Placement Office

The following employment opportunity has been listed with this office. If you need work and are interested in the possibility of applying for the job or wish more information please refer to the Placement Office in the Administration Building, Room 113.

Date:	Pay:
Job Order No:	Description:
Job Title:	Requirements:

Source: Fullerton College
Fullerton, California

JobOpportunityBulletin

Published by College of DuPage

MARCH 5, 1976

College Admissions Representatives

COLLEGE ADMISSIONS REPRESENTATIVES WILL MEET WITH STUDENTS IN THE NORTH-EAST CORNER OF THE CAMPUS CENTER, K BLDG. NO APPOINTMENT IS NECESSARY TO SPEAK WITH THESE REPRESENTATIVES.

MARCH 8

Sangamon State	9 a.m. - 3 p.m.
Northwestern University Evening Division	5:30 p.m. - 7:30 p.m.
Indiana University	10 a.m. - 12 p.m.

MARCH 17

Elmhurst College	10 a.m. - 2 p.m.
George Williams College	10 a.m. - 2 p.m.
Illinois Benedictine College	10 a.m. - 2 p.m.
North Central College	10 a.m. - 2 p.m.

Business and Industry Recruiters

REPRESENTATIVES FROM BUSINESS AND INDUSTRY WILL BE VISITING THE CAMPUS ON DATES LISTED BELOW. STUDENTS WANTING TO TALK WITH THESE REPRESENTATIVES MUST SIGN UP FOR AN APPOINTMENT IN ROOM K151. IF NO APPOINTMENTS ARE SCHEDULED, THE REPRESENTATIVE DOES NOT COME TO THE CAMPUS.

MARCH 10

Monica's Pizza Corporation 9 a.m. - 12 p.m.	Food Service

MARCH 11

Continental Illinois National Bank 9 a.m. - 2:30 p.m.	Accounting Data Processing Management Secretarial Science

MARCH 16

Food Management Assoc. (for McDonalds) 9 a.m. - 4 p.m.	Business Food Service
Data Corp. Of America 9 a.m. - 4 p.m.	Data Processing

Career Information

HAVE YOU CONSIDERED A CAREER IN THE INSURANCE INDUSTRY?

Information about the position of career sales agent with the John Hancock Mutual Life Insurance Company:

ABOUT THE POSITION:

1. The position is that of a life and health insurance agent with this General Agency of the John Hancock Mutual Life Insurance Company. It is a permanent position.

(over)

2. This agency provides the finest and most complete program of occupational testing of the applicant's abilities and aptitudes in order to help the applicant determine the probability of success in the life insurance business.

3. An adequate income while training is provided the new agent, built upon the financial requirements of the individual. This is carefully worked out with agency management.

4. The person selected will receive a comprehensive training in life insurance practices and principles. Agents progress through this training period at a rate suited to their abilities and ambitions. The training program is in three parts as follows:

   a) Principles of selling and a broad knowledge of life insurance are combined in the initial training. This is administered by this agency and supplemented by Home Office schools.

   b) The next training phase is a career development program designed to prepare the agent for extending better service to a wider range of clients.

   c) The third stage contains intensive career training in advanced sales ideas and techniques in the specialized areas of business life insurance, retirement plans, and estate planning. This stage includes attending Home Office technical sales workshops.

5. The John Hancock also sponsors participation in industry training such as the Life Underwriters' Training Council. We encourage attainment of the prestigious Chartered Life Underwriter designation.

6. In addition, we anticipate that each trainee will become a licensed registered representative qualified to see John Hancock Mutual Funds and Variable Annuities.

ABOUT THE APPLICANT:

In general we are seeking a person to whom the following circumstances and characteristics apply:

1. We are seeking someone with a good employment record, preferably currently employed.

2. We prefer someone with potentialities for growth and development--someone who is dissatisfied with current circumstances and a lack of opportunity.

3. We are seeking a person who wants more income, but who has demonstrated an ability to live within whatever income was previously earned.

4. We want someone who is convinced of the value of insurance sufficiently to have begun the development of a personal and family program of systematic saving and security.

5. We want one whose family situation will provide encouragement and inspiration.

6. We want one of excellent reputation who is well respected in the community.

7. We are seeking one who is persistent and who does not easily become discouraged.

8. One who is persuasive and convincing, without being dominating.

CAPS • Resource

R66

7

AURORA

(1) Telephone Workers (2 or 3 positions) are needed to work part time for Peter's North American Van Lines, 1275 Aurora Ave. The job will involve taking the names of people who might be moving and setting up appointments for the men to give them a free estimate. You can either work from your home or office. If you choose to work from your home, you will be paid on the number of appointments you set up. If you work from the office, you will work either mornings or afternoons and will be paid a salary plus a bonus. Any experience will be helpful. Contact Mr. Art Biddle at 896-5900 for an appointment. (Rec'd 2/25/76)

AURORA

(5) Factory Workers are needed to work part time for BRK Electronics, 780 McClure Rd. The job will involve light machine work, light hand assembly, soddering and packing. Soddering experience is helpful, but not necessary. They will train. You must be 18 years of age. The hours will be 4:15 p.m. to 9:15 p.m. Monday through Friday. The salary will be $2.75 per hour. Contact Ms. Nancy Bell at 851-7330 for an appointment. (Rec'd 3/3/76)

AURORA

(4) A Labortory Technician is needed to work full or part time for Copley Memorial Hospital, Lincoln & Weston Avenues. You must be a registered technician. The hours for full time will be 11 p.m. to 7 a.m., 5 days per week, and for part time the hours will be 11 p.m. to 7 a.m. 2 to 3 days per week. The salary is open. Contact Ms. Barbara Deutsch at 897-6021 for an appointment. (Rec'd 2/24/76)

CAROL STREAM

(4) A Press Helper is needed to work full time for Meyercord Co., 365 E. North Ave. The job will involve assisting the press operator in set up and operation. A graphic arts background will be helpful. The hours are to be arranged. The salary is open. Contact Mrs. Danielle McDonald at 682-6323 for an appointment. (Rec'd 2/20/76)

CAROL STREAM

(12) A Sales Person is needed to w. part time for K-Mart, 610 North Ave. The job will involve working in the camera department. You must be 18 years of age or older. The hours are to be arranged. The salary will be $2.10 per hour. Contact Mrs. Mary Giffin at 653-6440 for an appointment. (Rec'd 2/24/76)

CAROL STREAM

(12) A Sales Person is needed to work part time for K-Mart, 610 North Ave. The job will involve working in the appliance department. You must be 18 years of age or older. The hours are to be arranged. The salary will be $2.10 per hour. Contact Mrs. Mary Giffin at 653-6440 for an appointment. (Rec'd 2/24/76)

CHICAGO

(4) A Statisitical Typist is needed to work full time for the Michigan Chemical Corporation, 2 North Riverside Plaza. You must be able to type accurately, especially with numbers. The hours will be 8:30 a.m. to 5 p.m. Monday through Friday. The salary is open. Contact Sheila Boyle at 454-7966 for an appointment. (Rec'd 2/27/76)

CHICAGO

(3) A Billing Clerk is needed to work full time for the Michigan Chemical Corporation, 2 North Riverside Plaza. The job will involve working in the accounting department. The hours will be 8:30 a.m. to 5 p.m. Monday through Friday. The salary is open. Contact Sheila Boyle at 454-7966 for an appointment. (Rec'd 2/27/76)

CHICAGO

(4) A Senior Controls Technician is needed to work full time for Fluor Pioneer, Incorp., 200 W. Monroe St. The job will involve preparing CPH network diagrams. They prefer someone with a knowledge of basic drafting in graphic layouts. The hours will be 8:15 a.m. to 5 p.m. Monday through Friday. The salary is open. Contact Mrs. Lerner at 368-6904 for an appointment. (Rec'd 3/1/76)

CHICAGO

(10) An Industrial Engineer is needed to work full time for International Harvester, 1015 W. 12th St. You must have a degree or be working toward one. This company offers good benefits. The hours are to be arranged. The salary will be $267.90 per week. Contact Robert Carlson, Employment Supervisor, at 264-4300 Ext. 445 for an appointment. (Rec'd 3/2/76)

CHICAGO

(3) A Clerical Worker is needed to work part time for Swift & Company, 115 W. Jackson Blvd. This is an interesting and challenging position for an alert and perceptive student to work with several people on a special project. The job will involve copy typing, statistical typing, phone answering, filing, and other various duties. The hours are flexible and are to be arranged between 8:15 a.m. to 4:45 p.m. Monday through Friday. The salary will be $5 per hour. Contact Mrs. Maude Brooks at 431-2521 for an appointment. (Rec'd 2/20/76)

CHICAGO

(3) A Secretary is needed to work full time for Swift & Company, 115 W. Jackson Blvd. You must have good typing skills of 60 wpm and a good telephone voice. The hours will be 8:15 a.m. to 4:45 p.m. Monday through Friday. The salary will be $140-150 per week. Contact Mrs. Maude Brooks at 431-2521 for an appointment. (Rec'd 3/4/76)

Source: College of DuPage
Glen Ellyn, Illinois

LIST OF AVAILABLE JOB APPLICANTS

SHOTGUN

a listing of Triton College graduates who are currently seeking employment

Dear Employer,

Triton College's Placement Office, in an attempt to better serve its graduates in their search for employment, has come out with its first edition of "Shotgun".

"Shotgun" is a listing of Triton College graduates seeking employment in their respective fields. The "Shotgun" is broken down into various career areas which Triton College offers.

Earlier in the year prospective graduates were sent a "Shotgun" explanation sheet and a registration form. On the "Shotgun" registration form they were asked for the following information: their desired job, their educational preparation for the job, any experience they may have had in that field, and their location preference.

A "Shotgun" entry should look like this:

97 (Example)
Desired job--Computer programmer
Educational preparation--C.C. Data-Processing 1975
Experience--ABC Computer Products-operator-73-74
Location preference--Northside of Chicago

We hope that you will use the "Shotgun" as a source of filling your employment needs. It is completely free to you. In order to conserve space and minimize your work we have excluded names, addresses, and telephone numbers. When you have an opening and if you choose to use the "Shotgun", all you need do is call the Placement Office (456-0300 ext. 446-432 and tell us the entry number(s) of the individual(s) you wish to contact for an interview, to fill out an application or send a resume. We will contact them for you.

We hope you use the "Shotgun" and find it useful. This is the first edition and hopefully it will grow in content as its usefulness is recognized. Should you have any questions or comments please call. Keep us in mind.

MICROFILMED FROM BEST AVAILABLE COPY

For further information write or call Bruce Menerieff, TRITON COLLEGE, 2000 Fifth Ave., River Grove, IL 60171 456-0300 ext. 446

Triton College Press

(over)

CHILD CARE-EARLY EDUCATION

#12-300
Child Care
A.A. Liberal Arts 1975
Voluntary Religion Teacher, 1-3 grade
Southwest Suburgs

#12-301
Teacher & Child Care Worker
A.A. Child Care 1975
Franklin Park Pk Dist.Playschool
Northwest Suburb

#12-302
Teacher-Instructional Aide/Sp.Ed.
A.A. University Transfer 1975
Headstart/ Field Stevenson Grammer
Suburts or Chicago

#12-303
Pre School Teacher
Assoc.Degree,Child Development
Student Teaching-Practicum
Northwest Side of Chicago

#12-304
Nursery School Teacher-Full Time
Assoc. Degree Liberal-Elem.Ed. Major
7 mos. Asst. Teacher- Psych. Sociology
Western Suburbs major

PHOTOGRAPHY

#13-350
Anything in Photography
Assoc. Photography 1975
Class Work
Chicago & N. Suburbs

#13-351
Photographers Assistant
A.S. Photography 1975
U.S.Army, Harper, Marshall Field
No Preference Cry-Dun Studio

#13-352
News Photographer
Photography 1975
Photo Salesman-Solar Inc.
No Preference

WELDING TECHNICIAN

#21-630
Welding Technician
Cert. Welding 1975-Weld.Tech. 1976
U.S.Army, Anvan Ind., Titiesse
No Preference

Source: Triton College
River Grove, Illinois

PLACEMENT OFFICE
BUCKS COUNTY COMMUNITY COLLEGE

968-4261, Ext. 256 & 257

TRANSFER PROCEDURES

1 PICK TWO OR THREE OR MORE COLLEGES. (If you wait too long, it becomes CHANCE, NOT CHOICE.)

Some things to consider when choosing a four-year institution are: location, transferability of credits (some colleges will accept grades of D in transfer), program, cost (state and state-related institutions generally cost 1/2 to 1/3 as much as a private institution), and the student's individual feelings toward a particular college or university.

2 WRITE FOR AN APPLICATION AND A CATALOG.

3 COMPLETE APPLICATION FORM.

4 HAVE YOUR HIGH SCHOOL COMPLETE THE SECONDARY SCHOOL REPORT FORM ON THE APPLICATION.

5 IF THE COLLEGE INCLUDES A HEALTH CERTIFICATE IN THEIR APPLICATION, COMPLETE IT AND RETURN IT.

6 HAVE THE ADMISSIONS OFFICE SEND YOUR BUCKS COUNTY COMMUNITY COLLEGE TRANSCRIPT TO THE SCHOOLS TO WHICH YOU ARE APPLYING. You may need to request transcripts three or even four times for the same institution, e.g. now, at the end of your third semester, and after graduation.

7 IF YOU ATTENDED ANOTHER COLLEGE, BEFORE COMING TO BUCKS COUNTY COMMUNITY COLLEGE HAVE A COPY OF THEIR TRANSCRIPT SENT TO THE COLLEGES TO WHICH YOU ARE APPLYING.

8 REQUEST S.A.T. OR A.C.T. SCORES TO BE SENT TO THE TRANSFER INSTITUTION, IF REQUIRED. (Some colleges require that they be sent from Princeton.)

9 REQUEST FACULTY RECOMMENDATIONS TO BE FORWARDED. See the secretary in the Placement Office, lower level, Student Union Building.

10 RETURN APPLICATION WITH THE APPLICATION FEE AND WAIT. Most institutions will notify you of your next step.

11 SEND A RESERVATION FEE, IF ACCEPTED.

If you have any questions, see the Director of Placement in the Placement Office, first floor of the Student Union Building, and attend the college conferences to obtain firsthand information about the colleges of your choice.

JDM/mc

361-2 8/72

Source: Bucks County Community College
Newtown, Pennsylvania

CAPS • Resource

CONTINUING EDUCATION: SUMMARY OF FINANCIAL AID DATA

USEFUL REFERENCE: ILLINOIS COLLEGES AND UNIVERSITIES

Illinois College Handbook. Published annually by Office Of Informational Services, Illinois State Scholarship Commission. Suite 1600, 203 N. Wabash Ave., Chicago, Illinois 60601

This annually-updated handbook summarizes the following data for public and private schools in the state: Name and phone of financial aid director, application deadlines, estimated cost of attendance, forms required (needs analysis) and specific financial aids programs available. College admission information is also summarized.

HOW TO APPLY

1. Apply for admission to the college
2. Apply to college for financial aid
3. File standard needs analysis PCS (Parents' Confidential Statement) or FFS (Family Financial Statement)
4. Apply for Illinois State Scholarship-Monetary Award
5. Apply for federal basic grant (BEOG)
6. Apply for other aid (federal, state or institutional programs)

STATE PROGRAMS (ILLINOIS)

ISSC (ILLINOIS STATE SCHOLARSHIP COMMISSION-MONETARY AWARDS

Awards may be applied only toward tuition and fees for undergraduate study at eligible Illinois institutions. Applicant must be U.S. citizen or permanent resident, Illinois resident, eligible for at least half-time (6 semester hours) enrollment at specified colleges. (Application forms are available from the Commission, high schools, or colleges.)

IGL (ILLINOIS GUARANTEED LOAN PROGRAM)

Applicants must be U.S. citizens or permanent residents, Illinois residents or attending Illinois schools, and half-or full-time students at approved schools. Repayment begins 9 months after graduation or cessation of at least half-time study. (Applications are available from Illinois Guaranteed Loan Program, 102 Wilmot Road, Deerfield, Illinois, 60015, or from approved lenders (bank, savings and loan association, or credit union.)

FEDERAL GRANTS

BEOG (BASIC EDUCATIONAL OPPORTUNITY GRANT)

Non-repayable grants for U.S. citizens and permanent residents. (Request applications from college financial aid office or write to BEOG Program, P.O. Box 2264, Washington, D.C. 20013

SEOG (SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT)

Non-repayable grant for U.S. citizens and permanent residents who are enrolled at eligible institutions and who demonstrate exceptional financial need. Funds must be matched by other financial aid (Apply at the college.)

(over)

CAPS • Resource

FEDERAL GRANTS (CONTINUED)

LEEP (LAW ENFORCEMENT EDUCATIONAL PROGRAM)
Grants are available to in-service law enforcement officers enrolled full-time in related courses. (Apply at the college.)

HEALTH PROFESSIONS SCHOLARSHIP PROGRAM
Maximum of $3500 can be awarded for full-time study at eligible professional schools in the health field. (Apply at the professional school.)

DEA (DEPENDENTS EDUCATIONAL ASSISTANCE)
Monthly stipends up to $220/month may be paid to children of persons killed or disabled as a result of military service.

GI BILL
Monthly stipends are paid to eligible veterans honorably discharged after at least 180 days active service. (Contact financial aids or Veterans services office at the college.)

SOCIAL SECURITY (BENEFITS TO STUDENTS)
Dependent children (up to age 23) who are enrolled full-time in non-profit institutions may qualify. (Contact local Social Security Office on individual basis.)

FEDERAL LOANS

NDSL (NATIONAL DIRECT STUDENT LOAN)
Students must demonstrate financial need, be accepted at eligible institutions, and be a U.S. citizen or permanent resident. (Apply at the college.)

LEEP (LAW ENFORCEMENT EDUCATION PROGRAM)
Full-time students working toward law enforcement-related degrees may qualify. Loans can be cancelled (at 25%/year) by full-time employment in law enforcement after graduation. (Apply at the college.)

NURSING STUDENT LOAN PROGRAM
Full-time students at professional schools of nursing who demonstrate financial need may be eligible. (Apply at the nursing school.)

FEDERAL WORK-STUDY

CWSP (COLLEGE WORK STUDY PROGRAM)
Students who demonstrate financial need, are enrolled at eligible institutions, and are U.S. citizens or permanent residents may be hired for work-study jobs. (Apply at the college.)

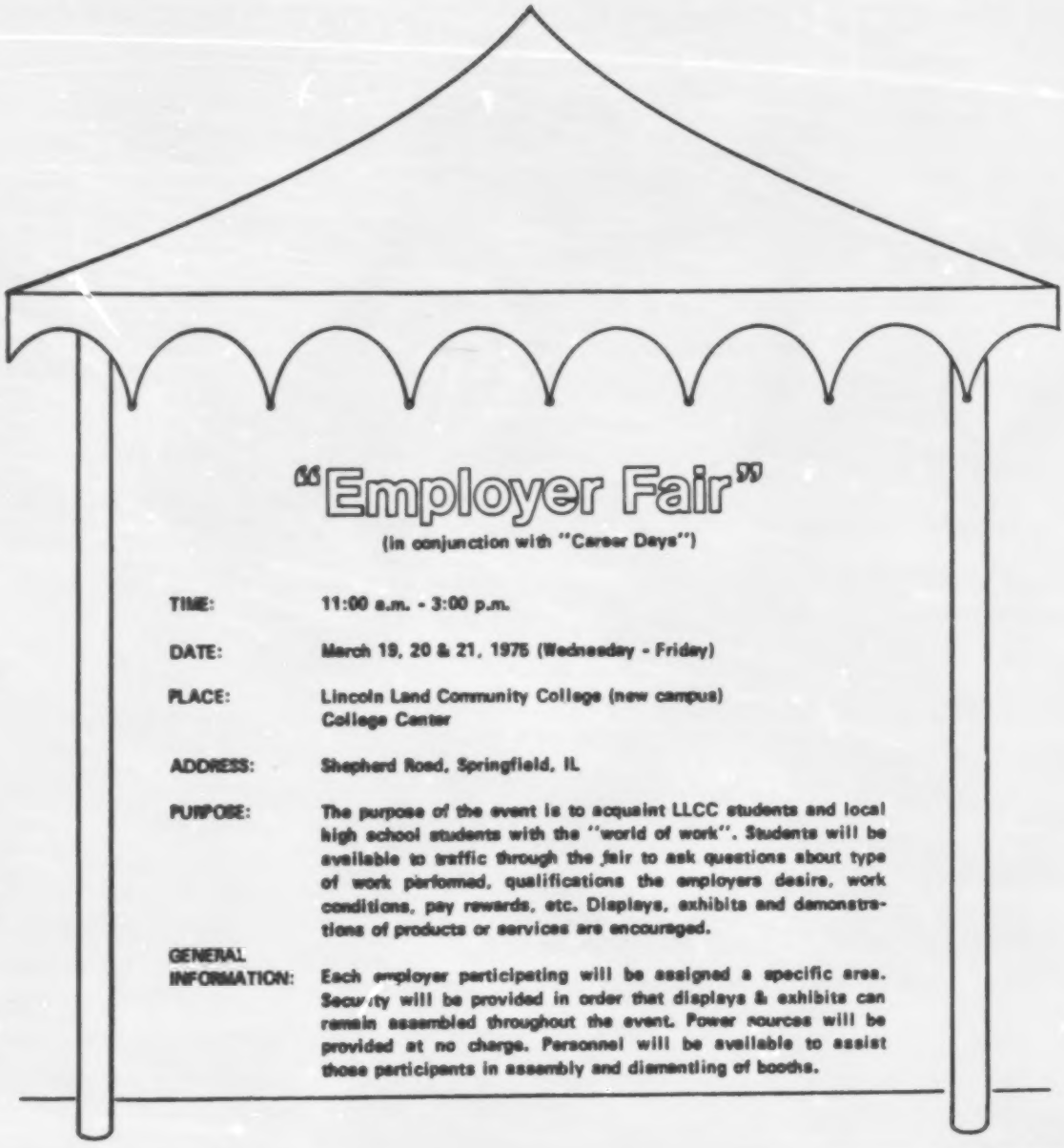
(The following post card is provided for students to address and mail to colleges of their choice. A supply of the cards might be made available near the college catalog collection, in placement and counseling offices, and other appropriate locations.)

APPLICATION AND INFORMATION REQUEST

I expect to continue my education in the field of_____
and I am interested in the programs you offer.
Please send me: ___application forms for admission
___application forms for financial assistance
___Appropriate current bulletins
___College catalog
___Other

NAME:_____
ADDRESS:_____
CITY:_____STATE:_____ZIP:_____
Degree:_____ to be
Received at_____
In month_____19_____

Source: Adapted from University of Wisconsin Green Bay, Wisconsin



"Employer Fair"

(in conjunction with "Career Days")

TIME: 11:00 a.m. - 3:00 p.m.

DATE: March 19, 20 & 21, 1975 (Wednesday - Friday)

PLACE: Lincoln Land Community College (new campus)
College Center

ADDRESS: Shepherd Road, Springfield, IL

PURPOSE: The purpose of the event is to acquaint LLCC students and local high school students with the "world of work". Students will be available to traffic through the fair to ask questions about type of work performed, qualifications the employers desire, work conditions, pay rewards, etc. Displays, exhibits and demonstrations of products or services are encouraged.

GENERAL INFORMATION: Each employer participating will be assigned a specific area. Security will be provided in order that displays & exhibits can remain assembled throughout the event. Power sources will be provided at no charge. Personnel will be available to assist those participants in assembly and dismantling of booths.

R71

Lincoln Land Community College

"Employer Fair"

March 19, 20, & 21st, 1975

REGISTRATION FORM

DATE_____

Representative_____Phone #_____

Company Name_____

Address_____

City_____State_____Zip_____

Will Attend:

☐ Entire Program 3/19-21/75 ☐ Wednesday 3/19/75 ☐ Thursday 3/20/75 ☐ Friday 3/21/75

☐ Will provide own booth display

☐ Will need use of table

☐ Will need power source (extension cords will not be available)

To mail - just fold, staple and add postage - Thank you.

NOTE: Space assignment on first come, first serve basis. Please return by MARCH 7, 1975.

Direct any/all questions to: Mr. Ken Franklin at (217) 529-7111, extensions 346 or 347 between 8:00 am - 5:00 pm

_____

_____

_____

_____

Kenneth L. Franklin
Director, Placement Services
Lincoln Land Community College
3865 S. Sixth Street - Frontage Road
Springfield, Illinois 62703

Source: Lincoln Land Community College
Springfield, Illinois

CAMPUS RECRUITING: INFORMATION FROM EMPLOYERS

CAMPUS RECRUITING INFORMATION

UNIVERSITY PLACEMENT BUREAU
103 Patterson Hall
The University of South Dakota
Vermillion, South Dakota 57069
Phone (605) 677-5307

Return This Form As Soon As Possible After Interview Date Confirmation. Please Retain The Yellow Copy For Your Files

Company

Employer	Name of person responsible for arrangements
Address	Title
	Phone *(include Area Code)*

Day(s) and date(s) of interviews

Interview Information

POSITIONS AVAILABLE	DESIRED QUALIFICATIONS (Please Describe)	WILL CONSIDER Bach.	Master	Doctor

Placement Office Copy

Scheduling Instructions

Will Interview	☐December grads ☐May grads ☐August grads ☐Other .....
Will Interview for Summer Work	☐Yes ☐No ☐Freshman and Sophomores ☐Juniors ☐Seniors ☐Grad. Students
Check (X) As Applicable	☐Equal Opportunity Employer ☐Citizenship required (Specify any exceptions) ..... ☐Employer literature has been mailed 7 weeks prior to interview visit
Interviewing for the following locations	

Scheduling Information

Number of separate schedules each day	Interviews Start 8:30 C.S.T.	Must leave by .....C.S.T.	Length of interviews *(Indicate choice)* ☐30 Min. ☐Other .....Min.
Name(s) and Title of Interviewer(s) and Special Instructions			
		Date completed	

This form is an adaptation of the College Placement Council Form CPC 2

CAPS • Resource

SUBJECT AREAS AT THE UNIVERSITY OF SOUTH DAKOTA

School of Business

Accounting
Bus. Econ.
Bus. Education
Bus. Law
Finance
Insurance & Risk Management
Internatl. Bus.
Mgmt. & Admin.
Marketing
Personnel & Org. Behavior
Production Mgmt.
Quantitative Bus. Analysis
Real Estate
Statistics
Transportation

Arts & Sciences, Education, Fine Arts And Professional Programs

Anatomy
Anesthesiology
Art
Biochemistry
Biology
  Botony
  Zoology
Chemistry
Classics
  (Latin, Greek,
  and Classical Humanities)
Communication
  Speech Communication
  Mass Communication
  Communication Disorders
Criminal Justice Studies
Dental Hygiene
Economics
Education
English
Earth Sciences & Physics
  (Including Astronomy)
Government
History
Indian Studies
Law
Mathematics
  Computer Science
  Statistics
Medical Technology
Microbiology
Military Science
Modern Foreign Languages
  French
  German
  Spanish
Nursing
Philosophy
Physiology &
  Pharmacology
Psychology
Sociology
  Social Work
  Anthropology
Fine Arts
  Art
  Music
  Theatre
Predentistry
Prelaw
Premedical
Preoptometry
Preosteopathic
Preveterinary

TIPS FOR YOUR RECRUITING VISIT

1. Return form promptly—Publicity and pre-screening dependant on receipt of CAMPUS RECRUITING INFORMATION form.
2. Send supply of Company Literature (25 + copies). Should be scheduled to arrive on campus at least seven weeks prior to interview date.
3. Call a day or so prior to visit and check on interview schedule.
4. Plan to arrive at Placement Office 15 minutes before first interview.

GOOD LUCK!

DON'T FORGET—You keep the yellow copy; send us the white copy.

Source: The University of South Dakota
Vermillion, South Dakota

BUSINESS RECRUITER INTERVIEWING SCHEDULE

COMPANY: _____

DATE OF INTERVIEW: _____ TIME: _____

MAJORS IN WHICH INTERESTED: _____

	Name of Student	Major	Phone Number
9:00			
9:30			
10:00			
10:30			
11:00			
11;30			
12:00	LUNCH	LUNCH	LUNCH
12:30	LUNCH	LUNCH	LUNCH
1:00			
1:30			
2:00			
2:30			
3:00			
3:30			
4:00			

TO THE STUDENT: IMPORTANT INFORMATION

BE PREPARED for the interview. Check with us for materials which may be helpful in your interview. Read and digest any company literature which is available. BE PROMPT for the interview and DRESS APPROPRIATELY! If it is impossible to keep a scheduled interview appointment, NOTIFY the Off-Campus Employment and Placement Office at least 24 hours in advance of the interview date.

Source: College of DuPage
Glen Ellyn, Illinois

THINGS YOU CAN DO FOR US

1. Try to keep to your time schedule as interviews have been arranged according to class schedules.

2. Please keep us informed relative to your offers to and final acceptance of any of our seniors. This can be done easily by sending us carbon copies of your correspondence with our seniors.

3. If you have any suggestion for improving our services, either to you or to our seniors, please don't hesitate to tell us.

4. If you have any opportunities for which our alumni would qualify, please tell us about them.

5. If you expect to have summer jobs for students or faculty, please let us know.

6. Please check our reference file on your organization before you leave to make sure that it is up to date.

7. If we can be of any assistance to you during the day just relay your requests to our receptionist.

8. Please remember to leave us a copy of your comment sheet.

WE HOPE YOUR VISIT TO OUR UNIVERSITY WILL BE BOTH PLEASANT AND PROFITABLE.

Milton J. Yarboro
Director of Placement

Source: Fayetteville State University
Fayetteville, North Carolina

CAPS • Resource

CREDENTIALS: STUDENT INSTRUCTIONS

FINANCIAL AIDS AND PLACEMENT OFFICE
456-0300 Ext. 432-446

TRITON COLLEGE
2000 Fifth Ave.
River Grove, Il.
60171

INSTRUCTIONS FOR YOUR CREDENTIAL FILE

A credential file is a complete record of your academic achievement while at Triton College. The credential papers may be a candidate's first introduction to a prospective employer, both now and in the future. Therefore, they should be very carefully prepared. All credentials must be neatly typed. Please read the instructions before completing the papers to avoid error. The majority of the credential forms are self-explanitory. Be sure to answer all questions that pertain to you. A copy of your transcript will become part of your credential file and will be made available to prospective employers, if and when, you sign a release with the Admissions Office.

WHEN COMPLETE, YOUR CREDENTIAL FILE SHOULD CONTAIN:

1. Placement Credentials: Summary & Release Form
2. Unofficial Transcript (Triton)
3. Unofficial Transcript (other college)
4. Letters of Recommendation
5. Your Resume
   (for help in preparing your resume see the accompanying materials EVERYTHING YOU WANTED TO KNOW ABOUT LANDING A JOB, BUT DIDN'T KNOW WHERE TO START)

PLACEMENT CREDENTIALS: SUMMARY & RELEASE

This Summary & Release form authorizes the Placement Office to send copies of your credential file, upon written or verbal request from you or prospective employers.

UNOFFICIAL TRANSCRIPTS

When completing the Unofficial Transcript forms, please notice that there is a form for courses taken at Triton College and a form for courses taken at other institutions.

Courses are divided into three areas: Major Field, General Requirements, and Electives. Please list courses accordingly.

OFFICIAL TRANSCRIPTS

If you have or will give permission for the Supervisor of Records to release your transcript to the Placement Office, it will not be necessary to complete the unofficial transcript form. It is the students responsibility to report to the Supervisor of Records Office and sign necessary forms for release of transcripts.

LETTERS OF RECOMMENDATION

Three Recommendation Sheets are given to you for the college faculty and staff. You are asked to have at least one recommendation from other than faculty and staff. These forms will be returned directly to the Placement Office by the person making the recommendation. You must secure at least three recommendations before your credentials will be considered complete. These recommendations should be from persons familiar with your work. If you have had any work experience you may request letters of recommendation from previous employers. In requesting faculty and staff members to complete recommendation forms, it is advisable to keep in mind that the information on file is your representation to employers. You may find it desirable to request recommendations from faculty in your major field.

THE ILLINOIS FAIR EMPLOYMENT PRACTICES ACT

On July 19, 1961, the Illinois Fair Employment Practices Act became law. The law contains a number of provisions designed to assist in preventing discrimination in employment. Information may not be solicited from applicants prior to employment which would indicate race, color, religion, national origin, or ancestry. Therefore, it is suggested that you simply indicate you are or have been a member or an officer of a certain type of organization; i.e., social fraternity, religious organization, etc., rather than the name of the specific organization.

Source: Triton College
River Grove, Illinois

CAPS • Resource

CREDENTIALS: STUDENT RELEASE AND OFFICE RECORD

PLACEMENT CREDENTIALS: SUMMARY & RELEASE

Name(print) Last First

Social Security No. Graduation Date

Address

Curriculum Name & Number

City & State Zip

Degree Expected (Circle One)

ASSOCIATE CERTIFICATE

Phone Number Day Eve

	Placement Office's Comments	Student's Comments
1. Unofficial Transcript (Triton)		
2. Unofficial Transcript (other college)		
3. Letters of recommendation		
4. Resume		
5. Other (official transcript, etc.)		

I hereby authorize Triton College Financial Aids & Placement Office to send copies of my credential file to prospective employers who request it.

Signature Date

****

PLACEMENT OFFICE USE ONLY - Credential file sent to:

EMPLOYER	ADDRESS	CITY & STATE, ZIP	DATE

MC/11 6-76

Source: Triton College
River Grove, Illinois

CREDENTIALS: STUDENT REQUEST TO SEND

NORTH SHORE COMMUNITY COLLEGE

CAREER AND EDUCATIONAL PLANNING OFFICE

Request to send Placement Credentials

NAME _____ PHONE _____

ADDRESS _____

COLLEGE PROGRAM _____ GRADUATING CLASS OF ____

Please print the full names(s), title(s), and company address(es) of the individual(s) to whom your credentials are to be sent. If desired, attach applications to accompany the credentials. Request any needed college transcripts from the Registrar's Office.

Signature _____ Date _____
(If over the phone, initials of staff member)

Source: North Shore Community College
Beverly, Massachusets

CREDENTIALS: UNOFFICIAL TRANSCRIPT

Name _____

Date _____

Subjects Taken at Other College

Course Title	Course No.	Credits	Grade
Major Field			
General Requirements			
Electives			

Source: Triton College
River Grove, Illinois

CAPS • Resource

STUDENT EVALUATION BY VOCATIONAL TEACHER

MID-VALLEY AREA VOCATIONAL CENTER
STUDENT INFORMATION FORM

Student _____ Home School _____

Date Attended Mid-Valley _____

Class _____ Instructor _____

Grades at Center: 1st Semester _____ 2nd Semester _____

Times Absent _____ Times Tardy _____

Mid-Valley Instructor Rating

Quality	Poor	Avg.	Superior	Comments
Knowledge of Field				
Ability to Get Along With Others				
Accepts Responsibility				
Industriousness				
Thoroughness				
Personal Appearance and Grooming				
Safety Conscious				
Work Attitude				

General Comments: (Strong points, limitations, and progress)

_____

_____

_____

Machines: Competence

_____ _____ _____

_____ _____ _____

Special Operations, Procedures, and Processes

_____

_____

_____ _____

Date Teacher Signature

Source: Mid-Valley Area Vocational Center
Maple Park, Illinois

CAPS • Resource

STUDENT EVALUATION: NON-CONFIDENTIAL

STUDENT EVALUATION

This completed form is to be returned directly to the student for his/her transmittal to the Placement Office. The above-named candidate is currently developing an open (non-confidential) credential file with the Placement Office and would appreciate your recommendation.

Applicant's Name _____ __
Last First M.I.

Employment/work area of interest _____ or name of

intenced transfer institution _____.

Please indicate your evaluation of this applicant by assigning a numerical rating on the line opposite the designated quality. Utilize the following scale of values:

QUALITY	RATING
Academic Achievement	_____
Industry or Drive	_____
Dependability	_____
Perserverance	_____
Sense of Humor	_____
Leadership	_____
Personal Appearance	_____
Tact	_____
Ability to get along with others	_____
Ability to communicate	_____
Willingness to accept responsibility	_____
Imagination and Creativity	_____
Sincerity of Purpose	_____
Maturity	_____

RATING SCALE

4 -- Superior, clearly outstanding

3 -- Good, better than average

2 -- Acceptable, average

1 -- Below average

0 -- Definitely inferior, unusually poor

NA - No basis upon which to make a rating

In the space below, please provide any significant comments or information regarding the above named applicant which you feel would be of particular value to either prospective employers or admissions offices. Use reverse side if necessary.

_____

_____

_____

_____

Name _____

Title _____

_____ _____
(date signed) (signature)

Source: Lorain County Community College
Elyria, Ohio

CAPS • Resource

STUDENT EVALUATION: WAIVER INCLUDED

Form 8

WESTERN ILLINOIS UNIVERSITY
Occupational Information and Placement Office
Macomb, Illinois 61455

Will you please give us a statement concerning _____ which we may copy for the credentials sent to prospective employers? The statement may touch upon the following points: scholarship; adaptability; judgement; leadership; personal appearance; health and vitality; social qualities; attitudes toward work; and promised ability as a teacher or employee. Will you also please mention any qualities which in your judgement might interfere with his success? Return completed evaluation to the Occupational Information and Placement Office.

NOTE: This copy is to be reproduced by PHOTO COPIER. Please use dark, clear type. Use this side only.

NOTICE: Public Law 93-380, the Family Education Rights and Privacy Act of 1974 grants all students the right to inspect and review all of their official educational records. This right extends to letters of recommendation written on/after January 1, 1975, except that a student may waive his/her right to inspect and review letters of recommendation by signing a waiver.

WAIVER FORM: I, _____ the undersigned, hereby waive any right or privilege provided by Public Law 93-380 to inspect or challenge the content and comments expressed in this letter of recommendation. I expect that the observations made shall remain confidential between the writer and the person, agency or organization to whom my credential may be addressed.

Date _____ _____
(signature)

_____
(please print or type name of writer)

_____
(official position)

_____
(signature of writer)

_____
(organization/firm/dept.)

_____
(address)

_____ _____
(date) (phone)

CODES + REFERENCE

Source: Western Illinois University
Occupational Information and Placement Office
Macomb, Illinois

STUDENT NOTICE OF JOB OPPORTUNITY

Office of Placement Services

According to the records in the Placement Office at Southwest Virginia Community College, you may be qualified for the following position:

Position _____
Company _____
Address _____
Phone _____
Person to see for appointment and interview: _____

For further information, please notify the Placement Office.

Please return this portion of this letter to the Placement Office, SVCC, Richlands, Virginia 24641, or call 964-2555 Ext. 291.

I received notification of the following position:

Position _____
Company _____
Address _____

_____I plan to contact the company for an interview.
_____I am not interested in this position.
_____Please notify me of other positions.
_____I am not interested in receiving notification of other available positions.

Date _____

Signature _____

Source: Southwest Virginia Community College
Richlands, Virginia

CAPS • Resource

STUDENT NOTICE TO CONTACT PLACEMENT OFFICE

CAREER COUNSELING AND PLACEMENT CENTER

DATE: _____

DEAR STUDENT:

PLEASE CONTACT THE CAREER COUNSELING AND PLACEMENT CENTER AS SOON AS POSSIBLE REGARDING THE FOLLOWING MATTER:

____ YOUR STUDENT EMPLOYMENT
____ YOU NEED TO FILL OUT AN APPLICATION CARD.
____ YOU NEED TO FILL OUT AN INCOME TAX FORM (W-4).
____ INTERPRETATION OF YOUR VOCATIONAL INTEREST TEST RESULTS.
____ THE MILLER ANALOGY TEST.
____ WE HAVE A JOB THAT YOU MIGHT BE INTERESTED IN WITH _____
_____.
____ WE HAVE A JOB OPENING IN THE LIBRARY. PLEASE COME BY _____.
____ YOUR APPOINTMENT ON _____ WITH _____ MUST BE CANCELLED.
PLEASE COME BY OR CALL TO RESCHEDULE.
____ RECRUITER INTERVIEWS -- TIME CHANGE FROM _____ TO _____.
PLEASE CALL TO CONFIRM THIS.
____ YOUR APPOINTMENT WITH _____ HAS BEEN CHANGED FROM _____
TO _____. IF THIS IS NOT CONVENIENT, PLEASE LET US KNOW IMMEDIATELY.
____ CAROL STASSINOS WOULD LIKE TO SEE YOU IMMEDIATELY.
____ PLEASE RETURN THE BOOK YOU BORROWED ON _____. WE HAVE OTHER STUDENTS INTERESTED IN USING IT.
TITLE: _____
____ OTHER _____
_____

THANK YOU,

_____

CAPS • Resource

Source: Occidental College
Los Angeles, California

ACTIVE PLACEMENT REGISTRANT FOLLOW-UP

COLLEGE OF DuPAGE • GLEN ELLYN ILLINOIS 60137 • TELEPHONE 312-858-2800

Ladies and Gentlemen:

At one time in the recent or distant past you formally registered with our placement service at the College of DuPage. In an effort for us to upgrade information about your employment situation, we are asking you to complete and return as quickly as possible the survey on the bottom of this page. This is being done in an effort to give us more exact information on your current employment needs, if any, and enable us to follow through more rapidly on job information that might interest you.

If we do not receive a reply from you within a reasonable length of time, we will inactivate your file until you personally direct us to activate your file again.

Sincerely yours,

Herb Rinehart
Director of Financial Aid, Student Employment and Placement

HR/jb

ACTIVE PLACEMENT REGISTRANT FOLLOW UP

Name_____ Date_____

Address_____

Social Security No._____ Phone_____

1. Currently employed? Yes____ No____
2. Planning to or have transferred to a four-year college? Yes____ No____
   If yes, where?_____
3. Employer:

   Name_____

   Location_____

   Current salary_____

4. Want and need additional job referrals. Yes____ No____
5. Field of desired employment_____
6. Would like JOB OPPORTUNITY BULLETIN mailed to me. Yes____ No____

6/15/74

Source: College of DuPage
Glen Ellyn, Illinois

R85

NOTICE TO EMPLOYER OF JOB LISTING

COLLEGE OF DuPAGE ◆ GLEN ELLYN ILLINOIS 60137 ◆ TELEPHONE 312-858-2800

TO: Employer

FROM: Herb Rinehart, Director of Financial Aid, Student Employment & Placement

SUBJECT: Your Employment listing in the JOB OPPORTUNITY BULLETIN of FEB 28 1975

We were pleased to include your company's job in our last JOB OPPORTUNITY BULLETIN.

This is the way it appeared:

WHEATON

A Secretary is needed to work full or part time for Bennett and Carpel, 201 Naperville Rd. This position involves receptionist duties, typing, shorthand and other office duties. A typing speed of 70 wpm and a shorthand speed of 100 wpm is required. A neat, well-groomed person is desired. Applicants must be at least 18 years of age. The hours and salary are open. Employment will begin on March 3, 1975. To apply, fill out the resume form in Room K151 and send it to Mr. Ron Carpel, Box 1784, Decatur, Ill. 62523. (Rec'd 2/21/75)

Ads are run in the Bulletin for one week. IF YOU WISH TO HAVE IT RE-RUN OR CHANGED IN ANY WAY, PLEASE NOTIFY OUR OFFICE, the Off-Campus Employment and Placement Office, AS SOON AS POSSIBLE. The telephone number is 858-2800, ext. 230.

This information has been typed into our Computerized Learning Aid System for Students (CLASS). It will be recorded in this computer for a longer period of time.

HR/jb

276

Source: College of DuPage
Glen Ellyn, Illinois

CAPS • Resource

FOLLOW-UP TO EMPLOYER OF STUDENTS PLACED

Mr. Employer:

Please check the appropriate boxes for

Mr. ☐ Miss ☐ _____

If he-she is no longer employed by you, please check the section below

No longer employer ____ Laid off ____
Fired ____ Quit ____

If released please check the section below:

Poor work habits ____ Attitude ____
Attendance ____ Appearance ____

You may check more than one of the above.

ALL INFORMATION WILL BE KEPT CONFIDENTIAL

If still employed or no longer employed, please check below: (1-poor, 2-below average, 3-average, 4-above average, 5-excellent)

Appearance 1 ____ 2____ 3____ 4____ 5____
Attitude 1 ____ 2____ 3____ 4____ 5____
Attendance 1 ____ 2____ 3____ 4____ 5____

Work Habits - Poor ____ Average ____ Above Average ____
Performance - Poor ____ Average ____ Above Average ____

Would you like us to contact you?

Comments _____

_____

_____

Do you plan to hire in the near future? Yes ____ No ____

Would you hire a high school graduate? Yes ____ No ____

Would vou hire a school dropout? Yes ____ No ____

Would you be interested in a school work study program? Yes ____ No ____

Thank you for your cooperation. We are interested in helping our young people become more productive employees. Your cooperation will help us to achieve that goal

Source: Raymond A. Wasil, Director
Division of Guidance and Testing
State of Ohio

CAPS • Resource

DAILY PLACEMENT ACTIVITY RECORD

PLACEMENT OFFICE
DAILY ACTIVITY REPORT

DATE: _____

CODE #	ITEM	CODE #	ITEM
1	Application	6	Resume Preparation
2	Job Referrals	7	Referred to Counseling
3	Checking back for new jobs	8	Referred to Veterans Office
4	Graduation Forms	9	Other (Explain)
5.	Career Exploration		

NAME	REASON	TIME	SENT FOR INTERVIEW TO..... (Name of Company)	INITIAL

Source: Brevard Community College
Cocoa, Florida

CAPS • Resource

WEEKLY TALLY SHEET

	MON	TUES	WED	THURS	FRI	SAT
Staff Visits to Placement Office						
Student Visits to Placement Office						
Students Interviewed						
Calls from Students/Braduates						
Calls to Students/Graduates						
Student Interviews with Employers						
Staff Calls						
Calls from Employers						
Referrals to Employers						
Counselor Calls to Employers						
Secretary Calls to Employers						
Letters from Employers						
Counselor Visits with Employers						
General Information Calls						
Placements						
Job Openings						

Source: McHenry High School
McHenry, Illinois

CAPS • Resource

PLACEMENT REPORT FOR NON-PLACEMENT FACULTY

TO: Vocational Instructors

FROM: Steve Pollock

RE: Placement

If a student is/was placed on a job through the efforts of your department during the academic year, please complete this form and return. This information will be used to complete the Placement and Follow-Up report. Keep a copy for your record.

Name of Student	Where Employed(address)	Date of Employment	Type of Job

Source: Edwards County Senior High School
Albion, Illinois

CAPS • Resource

RECORD OF CONTACTS: WITHDRAWALS

Date	Name	Address	Telephone	Age	Grade	Reason	Letter Sent	Card Ret.	Interview	Placed	Comments

Source: Hampton High School
Hampton, Virginia

RECORD OF PLACEMENTS

Date Started	Name	Program Code	Employer	Address	Job Title	P.T./F.T.	Staff	Comments

REQUEST FOR ADDITIONAL COMPANY LITERATURE

BRYANT COLLEGE
SMITHFIELD • RHODE ISLAND 02917

Gentlemen:

Would you please send us a plentiful supply of your Company literature, annual financial reports, application blanks, etc... Our supply of these materials in our "Career Library" is nearly exhausted.

We would appreciate your prompt reply to this request. If you have already forwarded these materials to us, please disregard this request.

Thank you.

Sincerely,

Stanley Shuman
Director, Career Planning and Placement

Source: Bryant College
Smithfield, Rhode Island

GLOSSARY OF EMPLOYMENT TERMS

Affirmative action

Under Executive Order 11246, federal contractors must take affirmative action to ensure nondiscrimination in employment. The U.S.Office of Contract Compliance has directed that most employers must file written affirmative action plans setting forth specific goals and timetables for recruiting, hiring, training, and upgrading minorities and women, where they have tended to cluster in low-paying, dead-end jobs.

Bona Fide Occupational Qualification (BFOQ)

A BFOQ is a job qualification, not necessaryli based upon merit, education, or experience, which is reasonably necessary to the normal operation of the particular business or enterprise, and reasonably related to the job. The use of sex as a BFOQ has been declared illegal, by the Equal Employment Opportunity Commission, except in very rare instances such as actors and actresses.

Comprehensive Employment and Training Act (CETA)

This comprehensive program has replaced most of the myriad of federal job training and manpower programs. Under a contract with the government, a prime sponsor (which must be responsible for a large population and is usually a county or metropolitan govenrment) undertakes to train and hire unemployed or underemployed persons for jobs in which a demand for workers is evident.

Credentials, placement

These student records usually consist of a file used in application for employment or for admission to an educational institution. The file may contain such records as: student resume, transcript (official or an unofficial summary prepared by the student), evaluations or recommendations written by faculty members or others regarding the student's qualifications, a candidate's page (in which the student explains to the recipient the reasons for application and qualifications).

Equal Employment Opportunity Commission (EEOC)

(Address: Washington, D.C. 20506) This is the federal agency charged with the responsibility of enforcing Title VII of the Civil Rights Act of 1964.

Equal Pay Act of 1963

This act amended the Fair Labor Standards Act to prohibit discrimination based on sex in earnings, including overtime pay and most fringe benefits. It requires equal pay for men and women in the same establishment performing substantially equal work requiring equal skill, effort, and responsibility.

Fair Labor Standards Act

Fair Labor Standards Act

This federal law provides minimum wage and hour standards for the majority of workers. Exempted from the minimum wage and overtime provisions are employees of small, local retail or service establishments; employees of some seasonal amusement or recreational establishments; outside salespeople; executive, administrative, and professional employees; and a few others. The law is enforced by the Wage and Hour Division of the U.S.Department of Labor, which handles complaints or questions in strict confidence.

Illinois State Fair Employment Practices Commission

(Address: 179 W. Washington Street, Chicago, IL 60602)
This commission enforces state statutes on employment discrimination in public contracts without regard to dollar amount or number of employees.

Office of Federal Contract Compliance

(Address: Employment Standards Administration, U.S. Department of Labor, Washington, D.C. 20210)
This agency is responsible for setting policy and regulations for implementing Executive Order 11246, including affirmative action requirements.

Unemployment insurance

This insurance is a weekly benefit paid for a limited time to eligible workers to tide them over between jobs when they are involuntarily unemployed. Each State administers its own program through the State Employment Security agency, paying benefits out of a fund collected from a special tax on employer payrolls.

Other definitions are included in pages 98-100 (PLACEMENT SERVICES Section "Practices and Procedures".

FOLLOW-UP AND EVALUATION

Follow-up efforts conducted as part of a comprehensive career placement program have two objectives: to evaluate and improve the program itself and to augment evaluation of educational programs and other services.

EVALUATION OF PLACEMENT SERVICES

An essential ingredient of placement service evaluation, the follow-up of referrals and placements, has been discussed above as the follow-through of placement operation. This maintenance of contact with those directly served should provide feedback for program improvement as part of the ongoing placement operation.

Other information useful in evaluating the performance of a placement program may be gained from review of activity records and office files, selected survey methods, and from review of institutional follow-up.

SURVEYS AND ACCOUNTABILITY RECORDS

An annual placement service report may consist primarily of data gleaned from review of office files and activity records. Examples of information which might be analyzed include:

- Comparison of the number of students registered to those placed
- Comparison of the numbers of students expressing need for service (needs assessment) to those actually registered
- Numbers of students reached through pre-employment preparation activities.
- Statistics on types of activities conducted (class visits, job development visits, new and repeat student interviews)

- Numbers of jobs processed compared to placements, educational programs, or types of jobs with no referral activity
- Outcomes of services to special student groups (e.g. by program, minority status, or handicapped classification) compared to all students registered or to the total group populations in the school.

More specific information may be obtained from surveys of students, employers, or faculty. Such methods are particularly effective in determining whether specific activities, such as job skills presentations to classes or recruiting events, served their intended purposes. Feedback obtained from specific questions can indicate improvements needed in future activities (perhaps a different time schedule or inclusion of a new topic) and provide meaningful support for successful efforts.

Resources

See FOLLOW-UP AND EVALUATION Section "Suggested Activities for Evaluation"

STUDENT FOLLOW-UP

There is a responsibility to obtain feedback from all former students, including those who may not have sought assistance from the placement office, to assess overall program effectiveness. Through placement-sponsored career development events, many students will have become better prepared to place themselves. In addition, the coordination aspects of the program should improve the success with which other school staff assist students to implement their career plans.

Here are some of the points to consider in evaluation of placement services through follow-up studies of former students:

- Present employment status: It is important to know what percentage of graduates enter the labor force, enter higher education, or engage in other career options. To attach real meaning in terms of career development to the usual categories, it should be determined whether or not the reported status is consistent with the alumnus' career plans.

- Satisfaction with current status: Analysis of follow-up responses in light of whether or not the respondent is doing what s/he wants can result in placement evaluation based on student needs rather than needs of the school. Where many students report that they choose to work in occupations unrelated to their educational program, the school may wish to examine the relevance of that program and the career guidance efforts.

- Utilization of formal placement services: Questions about understanding and use of various career assistance and placement services may provide useful feedback for improvement of outreach efforts and specific activities.

- Identification of former students needing current placement assistance: This may include unemployed or underemployed graduates or dropouts, as well as those having difficulty adjusting to their present career situation.

- Most useful source in gaining present position: The percentage of students reporting the placement office or other school source as the most helpful in gaining entry to a placement opportunity should be closely related to the development of the placement program. Other sources identified as useful may be studied for program improvement.

The former student follow-up also affords an opportunity to gather data which may be beneficial to current students in planning their careers. These data might include:

- Salary information for specific occupations

- Entry job titles and duties related to the educational program

- Factors contributing to successful placement: work experience while in school, pre-enrollment visits to several colleges, and preparation for an interview

- Satisfying and dissatisfying factors associated with career situations

- Difficulties in job adjustment

EVALUATION OF EDUCATIONAL PROGRAMS

Information obtained from follow-up of former students and their employers constitutes valuable input to assessment of curricular offerings and course content. Data obtained has implications for vocational planners in evaluating the relevance of curricular offerings to both the realities of the labor market and the career goals of students. Instructors gain feedback necessary to keep course methods and content current.

STUDENT FOLLOW-UP

The following types of information have been suggested for inclusion in follow-up studies by the Center for Educational Studies at Eastern Illinois University (Felstehausen, 1974). This project has made recommendations for follow-up of Illinois vocational program graduates in a study funded by the Illinois Department of Adult, Vocational and Technical Education as part of the proposed Management Information System.

- Name and address corrections are requested in order to contact employer/supervisors identified by respondents and to maintain contact with the student for longitudinal studies.

- Employment status of respondents at the time of the survey. Knowing something of the status of former students will enable vocational educators to plan for better preparation of students for their early post-high school experiences. Supply data for occupational education program planning can be obtained from the percentage of respondents who were found: In the labor force only, in the labor force and in school, unemployed and not available to the labor force.

- Reason for part-time employment was asked of respondents who had part-time jobs only. Implications for educational planning, placement, and guidance services can be drawn if students report they were unable to find other employment

- Length of time required to find first job after leaving school provides an indication of program strength

- Reason for any job change(s) since leaving school allows educators to profile the job retention rate. Non-personal reasons may indicate program weakness

- Reasons for not obtaining a job since leaving school may differentiate between factors within or beyond the control of local programming

- Job title is needed to determine whether or not employment was related to training

- Satisfaction with present position is asked so that both student career choice and program relatedness can be considered in assessing program effectiveness

- Satisfaction with various job aspects

- Assessment of educational program solicits feedback to educators. Items might ask:

  Reason for choice of program
  Helpful sources of career guidance
  Suggestions for improving school
  Assessment of program as preparation for current job

- Identification of job adjustment difficulties could provide useful data for improving pre-employment preparation activities

- Identification of continued education activities of former students helps to evaluate academic programs and identify the types of goals for which students prepare. Items might be included to identify:

  Type of school
  Type of degree sought, if any
  Major field of study
  Assessment of program as preparation for present studies

EMPLOYER FOLLOW-UP

Employers identified through former student follow-up may be contacted to expand the dimension of evaluation efforts. Suggestions for employer

input are listed below.

- Employee preparation for employment may be assessed by asking the employer to:

  Rate employee preparation for various aspects common to most jobs
  Cite specific strengths or weaknesses in employee's training

- Relevance of training to employment should be considered in analyzing employer feedback. Inferences might be drawn by asking:

  Advancement rate and level of job entry for graduates compared to non-graduates
  Suitability of employee for position held
  Whether similarly-trained persons would be hired for same job in the future

- Feedback for academic program improvement may be directly solicited by asking employers to:

  List personal qualities or skills they considered important for entry-level workers
  Make suggestions for academic program improvement

Resources

R-97 Former Student Career Survey

R-98 Selected Follow-Up Items

R-99 Five Year Follow-Up

R-100 Employer/Supervisor Follow-Up

SUGGESTED ACTIVITIES FOR EVALUATION

ACTIVITY	RESOURCES
1. Utilize results of follow-up study to assess the value of existing programs and activities. Outcomes may result in program modification, deletion of ineffective programs, development of new programs. Suggested uses of follow-up results include: • Prepare with assistance of advisory committee a report of study results for dissemination to staff and availability to students. Use of tables, charts and graphs may improve clarity. Encourage discussion of report findings at departmental meetings. • Prepare mini-reports and summaries of results for bulletins, local media, or departments. • Interpret findings of the study to all interested persons at the school including: Administrators School board members Instructors Counselors State and Regional Administrators Students Parents Employers	R-101 Sample Use of Follow-Up R-102 Some Possibilities for Using Follow-Up Data
2. Conduct formal or informal opinion/attitude survey of continuing students, faculty, parents, and employers to obtain evaluation of career assistance and placement services.	R-93 Student Evaluation of Placement Services
3. Review comprehensive placement objectives from local school plan for career placement program. With assistance of advisory committee and cooperating school staff, prepare a final report evaluating success of of placement program in meeting locally specified objectives. Useful data to consider in evaluation may be gained from:	See INTRODUCTION Section "Career Assistance and Placement Services Objectives" R-5 Suggested Outline for Placement Program Plan

SUGGESTED ACTIVITIES

ACTIVITY	RESOURCES
• Record(s) of placement activity • Follow-up results • Opinion/attitude survey(s) • Comparison with previous years' data.	See PLACEMENT SERVICES Section "Suggested Activities for Placement Operation 4" R-93 Student Evaluation of Placement Services R-87 Daily Placement Activity Record R-88 Weekly Placement Activity Record R-90 Records: Placements and Withdrawals
4. Conduct evaluations of recruiting or career planning events. A brief report serves several purposes: • Evaluation • Planning of future activities • Provides record of activity for instant input to annual report • Can double as public relations reports/articles.	R-94 Student Evaluation of Job Skills Session R-95 Employer Evaluation of Career Day

CONDUCTING FOLLOW-UP STUDIES

The basic purpose in conducting follow-up studies is to obtain information that will be used. Adequate planning is required to assure that all necessary data is collected and reported in terms relevant to objectives of the total program. The actual content and format of an institutional follow-up will vary widely according to needs of the local school.

The placement coordinator planning such studies should be aware of reporting requirements to appropriate state and federal agencies. For example, the following agencies require demonstration of accountability through survey of employment following vocational training:

- Illinois Office of Education
- HEW Office of Guaranteed Student Loans (See Federal Register, 1975)
- State Approving Agency for Veterans' Education (See DVB Circular 20-74-113, Appendix B, May 12, 1975)

METHODS AND SCHEDULE FOR FOLLOW-UP

Decisions regarding data needed, population to be studied, time frame, and procedures to be followed should be based on knowledge of total utilization expected at the specific educational institution.

Successful follow-up studies of graduates and dropouts have taken a variety of forms. The most frequent time frame involves reach the student during the first year after leaving school. Methods for conductint these studies include:

Personal interview
Mail survey
Telephone survey
Combination of these approaches to insure maximum response

The timetable for a student follow-up has been suggested by the

Minnesota Vocational Follow-Up System at the University of Minnesota (Pucel, 1974):

- First Follow-up is mailed, including:

  Cover letter
  Questionnaire
  Stamped return addressed envelope

- Second follow-up is mailed three weeks later, including:

  Personalized second letter
  Another copy of questionnaire
  Stamped return addressed envelope

- Third follow-up is conducted three weeks after second mailing:

  Reach the student by telephone for a personalized appeal. Third follow-up package (identical to second) is sent to those reached who agree to complete the questionnaire. Students are terminated from the follow-up if they do not respond to the third follow-up within three weeks, or if they indicate upon receiving the phone call that they do not wish to complete the questionnaire.

Some suggestions which have been found to increase the response rate for many studies include:

- Advise student and staff during the school year of the anticipated follow-up
- Send a pre-survey letter or card in advance of first follow-up
- Enclose a stamped rather than a metered reply envelope
- Send an advance notice to the employee in an employer follow-up to explain that the employer will receive the questionnaire for program, not personal evaluation
- Direct the employer survey to the student's immediate supervisor or ask the company to do so

The most important aspect of follow-up is the effective use of the information gathered to improve school programs and services.

Resources
See FOLLOW-UP/EVALUATION Section "Suggested Activities for Follow-Up"
R-102 Some Possibilities for Using Follow-Up Data

SUGGESTED ACTIVITIES FOR EVALUATION

ACTIVITY	RESOURCES
1. Advise students, staff, and parents in advance that a follow-up survey will be made. Explain: • Procedures and time schedule • Importance of response • No personal identifying data will be used in reports. Methods might include: • Class announcements and bulletins during the school year • Pre-graduation survey to obtain identifying data • Card or letter mailed one week in advance of survey • Public announcements through local media during survey.	R-47 Pre-Graduation Survey
2. Plan terminology of follow-up data to correspond to related data utilized by placement program. This may include standardization of terms or coding of such items as: • Educational program title • Geographic area of employment and/or residence • Type of industry.	See COORDINATION Section "Labor Market Information System"
3. Develop survey instrument or interview format to follow-up all graduates and dropouts for target period. Include data to be utilized for: • Evaluation and improvement of placement program • Career development resources for current students • Evaluation and improvement of educational programs • Completion of required reports.	R-96 Cover Letter: Student Follow-Up R-97 Former Student Career Survey R-98 Selected Follow-Up Items R-99 Five Year Follow-Up See FOLLOW-UP AND EVALUATION Section "Evaluation of Educational Programs

SUGGESTED ACTIVITIES

ACTIVITY	RESOURCES
4. Develop survey instrument or interview format to follow-up employers of former students. Data should be directed toward obtaining feedback useful for placement and educational program improvement.	R-100 Employer/Supervisor Follow-Up See FOLLOW-UP AND EVALUATION Section "Evaluation of Educational Programs

STUDENT EVALUATION OF PLACEMENT SERVICES

PLACEMENT QUESTIONNAIRE

The Office of Placement would like to survey students in order to determine their attitudes concerning the effectiveness of the placement operation. Your cooperation will provide important data in regard to the services and functions which need reevaluation and improvement. After completing the questionnaire, please leave it with your instructor or with the Placement Office.

Curriculum _____ Graduation Date _____

Sex _____ Age _____ Veteran: Yes ___ No ___

Are you employed? Part-time ___ Full-time ___ No. of hours per week _____

1. Did you know that there is a Placement Office on the campus? ___ Yes ___ No

2. If your answer to question 1 is yes, how did you first find out about the Placement Office?

___ Faculty
___ Poster
___ Friend
___ Brochure
___ Class Instruction
___ College Catalog
___ Other _____

3. If you plan on graduation this year, did you register with the Placement Office?
___ Yes ___ No. If your answer is no, please indicate your reasons.
___ Did not feel that it would help.
___ Did not know of the service.
___ Already had a position secured.
___ Other _____

4. Are you interested in having interviews with representatives from companies visiting the campus?
___ Yes
___ No

5. Do you have suggestions as to how the services of the Office of Placement Services can be improved?

6. Do you have suggestions as to new services which you would like the Office of Placement Services to provide?

7. If you participated in a Career Planning Instructional Class, did you find the information helpful?

8. Are you satisfied with the performance of the Placement Office up to this point in time? Yes ___ No ___ Somewhat ___

Source: Southwest Virginia Community College
Richlands, Virginia

STUDENT EVALUATION OF JOB SKILLS SESSION

INTRODUCTION TO JOB SKILLS

Student Evaluation

To: All AVC Students _____ Class _____ Period

Re: Introduction to Job Skills previously presented in your class by Mr. Echols, AVC Placement.

	Yes	No
Do you think these were worthwhile	___	___
Should more time be spent on:		
Completing applications	___	___
Resume writing	___	___
Interviewing techniques	___	___
Proper dress	___	___
Do you want more specific information	___	___

On what? _____

Do you think tours to shops of your area would be helpful?	___	___
Would you like more employers from your area to come and talk to your class?	___	___

Comments:

Return to AVC Placement Office

Source: United Township Area Vocational Center
East Moline, Illinois

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EMPLOYER EVALUATION OF CAREER DAY

TRITON COLLEGE CAREER DAYS JOB FAIR SPRING 1974 PARTICIPANT QUESTIONNAIRE

Approximately how many students did you talk with at Job Fair?

Tues. April 2_____ Wed. April 3_____ Thurs. April 4_____

Did you invite students for further interviews with your company?
Yes_____ No_____
If "Yes": How many?_____
Position considered_____

Did you make job offers at the Job Fair? Yes_____ No_____
If "Yes": How many offers were made _____ accepted _____.

Have you hired students (or non-students who may have participated) as a result of the Job Fair? Yes_____ No_____
If "Yes" please give the following information:

Name Position F.T. or P.T. Salary Starting date

_____

_____

_____

Did you feel the time of year (early April) was a good one for this type activity?
Yes_____ No_____ Suggestions_____

In future events, would you prefer having a choice of several days, as in this Job Fair, or one single day for participation?

Choice of days _____ Single day_____

Do you feel that your participation in the Job Fair last week was beneficial?
Yes_____ No_____

Comments or suggestions:_____

_____

_____

_____

Company or Organization_____

Name_____ Title_____

Source: Triton College
River Grove, Illinois

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COVER LETTER: STUDENT FOLLOW-UP

Dear Auto Technology Graduate:

We need your help to evaluate the effectiveness of the educational programs and career services at your college. The information we are requesting will be used in improving present programs and in planning new ones. As a former student, your activities and opinions are among the most valuable input we will receive.

Plase complete this brief Career Survey and return it to us today. The information you submit will be kept confidential and used only for general reports. This is your opportunity to "tell it like it is" and help make sure that your college offers the best possible programs and services for students who follow. A postage-paid envelope is provided for your convenience. Please mail this important information promptly to save us time and effort in contacting you by phone.

Thank you for your cooperation in completing the survey form.

Sincerely,

_____
Chairman,
Auto Technology Dept.

Sincerely,

_____
Director
Career Assistance & Placement

FORMER STUDENT CAREER SURVEY

TRITON COLLEGE
FORMER STUDENT CAREER SURVEY

NAME _____ _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

(attach mailing label)

Make any corrections above.

SINCE ATTENDING TRITON COLLEGE, WHAT IS YOUR CURRENT EMPLOYMENT STATUS? *(Check only one)*

___ Working full-time in an occupation directly related to my college program. *(Directly related refers to the specific occupational category for which your program was designed to provide training)*
___ Working full-time in an occupation closely related to my college program. *(Check only if the skills you have used from this course are essential for satisfactory performance of the "closely related" job)*
___ Working full-time in an area different from my college training.
___ Working part-time *(less than 30 hours/week)*
___ Not employed but looking for a job.
___ Not employed and uncertain about the type of job for which I should apply.
___ Not available for employment.
___ Other *(please explain)* _____

IF YOU ARE NOT AVAILABLE FOR EMPLOYMENT PLEASE EXPLAIN WHY:

___ Health ___ Personal reasons ___ Military service ___ Other
___ Continuing education: School _____ Major _____
___ Took the course for personal enrichment or recreational purpose
___ Unwilling to move to a new locality to take available job

Details: *(Optional)* _____

DOES YOUR PRESENT STATUS REPRESENT WHAT YOU WANT TO BE DOING AT THIS TIME IN YOUR CAREER?

___ Yes ___ No Comments _____

IF YOU ARE EMPLOYED, PLEASE COMPLETE THE FOLLOWING:

Employer's Name _____
Address _____
Street City Zip
Job Title _____
Job duties or activities _____

Salary or wage before deduction *(Mark only one)*

$ Per Month:	___ Under $400	___ $401-600	___ $601-800	___ over $800
$ Per Hour:	___ Under $2.50	___ $2.51-$3.50	___ $3.51-$4.50	___ over $4.50

(over)

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R97

IF YOU WITHDREW OR LEFT THE COLLEGE BEFORE COMPLETING CERTIFICATE OR DEGREE REQUIREMENTS, PLEASE INDICATE THE REASONS: *(Check as many as apply)*

___ Found employment
___ Family problems
___ Travel
___ Financial problems
___ Marriage
___ Illness
___ School schedule
___ Completed enough courses to meet own objectives
___ Program quality
___ Instructor quality
___ Entered military service
___ Other *(specify)* _____

IF YOU ARE EMPLOYED, PLEASE INDICATE THE SOURCE WHICH AIDED YOU MOST IN GETTING YOUR JOB:

___ Financial Aids & Placement Office
___ Instructor
___ Counselor
___ Other college source *(specify)* _____
___ State employment service
___ Private employment agency
___ Newspaper want ads
___ Friends/relatives
___ Other *(specify)* _____

PLEASE INDICATE IF ANY OF THE FOLLOWING WOULD HAVE IMPROVED YOUR EDUCATION AT TRITON:

___ More career & job information
___ More personal or academic counseling
___ More counseling about career plans
___ More information about further education
___ More help on how to get a job
___ Better information on college placement services
___ All programs satisfactory

Comments: _____

ARE YOU IN NEED OF CAREER COUNSELING OR JOB PLACEMENT ASSISTANCE NOW?

___ Yes ___ No

BEFORE OR DURING YOUR ATTENDANCE AT TRITON COLLEGE, WERE YOU EMPLOYED IN A FIELD THAT RELATED TO YOUR COLLEGE PROGRAM? ___ Yes ___ No

PLEASE EVALUATE THE FOLLOWING ASPECTS OF YOUR EDUCATION AT TRITON BY CHECKING THE APPROPRIATE BOX:

	Excellent	Good	Fair	Poor	Unable to observe
Quality of instruction					
Course content					
Counseling services					
Job placement services					

PLEASE COMMENT ON HOW YOU FEEL TRITON'S EDUCATIONAL PROGRAMS OR CAREER SERVICES COULD BE IMPROVED: _____

THANK YOU FOR YOUR COOPERATION

Source; Triton College
River Grove, Illinois

SELECTED STUDENT FOLLOW-UP ITEMS

Pre-Graduation Survey

Macalester College:
I AM NOT SURE WHAT I WILL DO FOLLOWING GRADUATION _____

General

Lorain County Community College:
WOULD YOU LIKE A FREE TRANSCRIPT OF YOUR COMPLETED COURSE WORK AT LCCC SENT TO YOU AS A TOKEN OF THANKS FOR COMPLETING THIS QUESTIONNAIRE? ___YES ___NO

Employment Status

Southern Illinois University:
PLEASE REPORT YOUR STATUS IN ONE OF THE FOLLOWING AREAS:

_____ Professionally employed commensurate with degree and program
_____ Self-employed
_____ Performing in musical groups, theatre groups, or other performing groups
_____ Continuing education (Graduate/professional/technical schools) - please circle
_____ Military service
_____ Serving in volunteer agencies
_____ Seeking employment
_____ Temporarily employed, but seeking employment more closely related to my academic program
_____ Unable to find professional employment due to my limited geographic mobility
_____ Not seeking employment for personal reasons
_____ Traveling
_____ Other _____

PLEASE COMPLETE DETAILS WHERE APPLICABLE:

Iowa Central Community College
NOTE: If you are not employed, but will definitely start work for an employer within the next few weeks, please complete as if you are presently employed.

AVERAGE WEEKLY WAGE BEFORE DEDUCTIONS

Kearny State College:
_____ I AM RETURNING TO MY PREVIOUS POSITION. SALARY _____

Reasons for Accepting Employment

York College of Pennsylvania:
IS THIS THE TYPE OF POSITION PREFERRED ( ) OR IS IT AN ALTERNATIVE ( ) ?

Beloit College:
IS YOUR PRESENT ACTIVITY THE KIND OF THING YOU HAVE HOPED TO DO AFTER GRADUATION?
___ YES ___ NO. IF YES, HOW DID YOU GO ABOUT GETTING WHERE YOU ARE? _____

IF NO, WHAT DID YOU HOPE TO BE DOING? _____

(over)

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Lake Superior State College:
REASONS FOR ACCEPTING FIRST JOB (CHECK OFF APPLICABLE)

____ Employer's reputation	____ Opportunity for graduate work
____ Salary & advancement possibilities	____ Previous work with firm
____ Types of work offered	____ Training
____ Security	____ Location

Coffee County Board of Education
IS YOUR JOB (CHECK ONE OR MORE)

____ the kind of work you really wanted?
____ the only job that seemed to be available?
____ the type of work you would like to continue and advance further in?
____ mostly one for earning some money and getting some work experience?

HAD TO LEAVE HOME AREA IN ORDER TO FIND THIS JOB? ___ YES ___ NO

Placement Service Evaluation

Rutgers University, Camden:
GENERAL INFORMATION: DID YOU VISIT THE PLACEMENT OFFICE? __ YES __ NO
COMMENT _____

WAS THE CAREER REFERENCE LIBRARY HELPFUL TO YOU? __ YES __ NO COMMENT _____
_____

WERE THE COMPANY OR SCHOOL INTERVIEWS HANDLED IN A MANNER SATISFACTORY TO YOU?
___ YES ___ NO COMMENT _____

Coffee County Board of Education:
WAS INSTRUCTION RECEIVED IN SCHOOL CONCERNING HOW TO FIND JOBS, SUCH AS HOW TO COMPLETE A JOB APPLICATION, HOW TO DRESS FOR A JOB INTERVIEW, ETC? __ YES __NO

Iowa Central Community College:
ARE YOU INTERESTED IN CHANGING JOBS WHICH WOULD BE CONSIDERED AN ADVANCEMENT IN YOUR FIELD? ____YES ____NO

Hocking Technical College:
HAVE YOU SIGNED A RELEASE OF INFORMATION FORM? _____ SHALL WE SEND YOU ONE? ___

Educational Progress Evaluation

Grundy Area Vocational Center:
HOW WOULD YOU EVALUATE THE VALUE OF YOUR TRAINING AT THE CENTER? (CHECK ONE OR MORE)

____ My training was directly responsible for this job
____ I had more confidence when applying for a job
____ My training made finding a job easier
____ My training caused me to be promoted faster
____ I found my training to be of little help to me vocationally
____ I have not used the specific skills I developed at the Center as yet
____ I feel the time spent at the GAVC could have been spent more profitably in other courses in the home school

St. Petersburg, Florida:

PLEASE INDICATE IF ANY OF THE FOLLOWING WOULD HAVE IMPROVED YOUR PUBLIC SCHOOL PROGRAM.

1. ___ Fewer required courses/more elective courses
2. ___ Update course materials
3. ___ More audio-visual materials and field trips
4. ___ More related on-the-job training programs
5. ___ More cooperative education programs
6. ___ More specialized training for a job (Specify) _____
7. ___ More career and job information
8. ___ More information needed for college entrance
9. ___ More counseling services
10. ___ All programs satisfactory

Iowa Central Community College:

ARE YOU INTERESTED IN OBTAINING ADDITIONAL TRAINING IN YOUR PRESENT FIELD OF WORK OR NEW FIRLD ENTIRELY? IF SO, PLEASE LIST COURSES OR PROGRAMS ICCC SHOULD CONSIDER OFFERING. _____

Amarillo College:

WHAT WAS YOUR EDUCATIONAL OBJECTIVE WHEN YOU INITIALLY ENTERED "NAME"?

HAVE YOU SUCCESSFULLY ACHIEVED THIS OBJECTIVE?

a. USING THE SCALE FROM SUPERIOR TO POOR, EVALUATE THE TEACHING FOR EACH OF THE COURSE GROUPINGS IN WHICH YOU STUDIED. USE ONLY ONE CHECK FOR EACH.

b. IN MOST COURSES TRAINING AIDS AND EQUIPMENT ARE USED FOR DEMONSTRATION AND PRACTICE. HERE WE ARE INTERESTED IN THE AMOUNT OF AVAILABLE EQUIPMENT. RATE THE AMOUNT OF AVAILABLE EQUIPMENT AND TRAINING AIDS FOR EACH OF THE COURSE GROUPINGS IN WHICH YOU STUDIED.

c. NO MATTER HOW AVAILABLE, UNLESS EQUIPMENT AND TRAINING AIDS ARE MODERN AND APPROPRIATE FOR THE JOB, THE QUALITY OF INSTRUCTION SUFFERS. BY THE MAJOR COURSE GROUPINGS LISTED BELOW, RATE THE EQUIPMENT USED ACCORDING TO HOW MODERN AND APPROPRIATE IT WAS FOR THE JOB.

	SUPERIOR	VERY GOOD	AVERAGE	BELOW AVERAGE	POOR
ENGLISH/SOCIAL STUDIES					
LECTURE COURSES IN YOUR MAJOR AREA OF STUDY					
SHOP/LAB/CLINIC COURSES IN YOUR MAJOR AREA OF STUDY					
SHOP/LAB/CLINIC COURSES OUT-SIDE YOUR MAJOR AREA OF STUDY					

CAPS • Resource

FORMER MID-VALLEY STUDENT:

It certainly doesn't seem to be five years since your graduation. Time seems to fly by so quickly. We here at Mid-Valley have seen much growth and change in our work here in the last five years We are still striving however, to improve our role in the changing work world. I am therefore enlisting your help in conducting this follow up survey of our five year graduates in hopes that as we continue to grow we will meet the ever changing needs of our students.

A. What is your present occupational status?
Check one:
1.___Employed full time
2.___Employed part time
3.___Unemployed
4.___Employed while going to school
5.___Married and not working outside the home
6.___Going to school full time
7.___I am in the Military Service

B. Who is your present employer?_____

What job are you doing?_____

Does it relate to the training you received at the Center?____

C. How many full time jobs have you had since you left the Area Center?
One___Two___Three___More___Part time___

D. How long have you been on your present job? ___years ___months

E. If you attended any post secondary school: What school_____
What field_____

___I graduated in that area
___I did not finish
___I finished in another area_____
name of area

F. Are you now living in the Fox Valley Area? ___yes ___no

G. What was the value of the training you received at the Center?

1. ___It was easier to obtain a job due to the Center's training.
2. ___I had more confidence when I applied for a job.
3. ___I found my training to be of some help.
4. ___I feel the time spent at Mid-Valley was a complete waste of time.

H. What could be done to improve the training you received here?

_____

_____

Source: Mid-Valley Area Vocational Center
Maple Park, Illinois

CADS • Research

R100

EMPLOYER/SUPERVISOR FOLLOW-UP

EVALUATION OF EMPLOYEE'S HIGH SCHOOL PREPARATION FOR EMPLOYMENT

TO THE EMPLOYER OR SUPERVISOR OF:

Employee's Name

INSTRUCTIONS

IMPORTANT - - USE A SOFT BLACK LEAD PENCIL ONLY (No. 2). BLACKEN COMPLETELY THE BOX THAT CORRESPONDS TO YOUR RESPONSE TO THE ITEM. THE MARK MUST COMPLETELY FILL THE BOX. ERASE COMPLETELY ANY MARK YOU WISH TO CHANGE.

1. IN WHAT CAPACITY ARE YOU RELATED TO THE EMPLOYEE NAMED ABOVE? *(Mark only ONE.)*

   ¹ Employer ² Supervisor ³ Other _____ (Write in)

2. WHAT IS THE TITLE OF THE JOB FOR WHICH THIS EMPLOYEE IS HIRED? _____ (Write in)

3. IN THE FOLLOWING ASPECTS OF EMPLOYMENT, HOW WELL PREPARED WAS THE EMPLOYEE PREVIOUSLY NAMED FOR THE JOB FOR WHICH HIRED?

   PP = POORLY PREPARED
   SP = SOMEWHAT PREPARED
   P = PREPARED
   WP = WELL PREPARED
   NA = NOT APPLICABLE

	PP	SP	P	WP	NA
1. Job know-how, application of technical knowledge and skill					
2. Use of tools and equipment					
3. Selection and care of space, materials, and supplies					
4. Quality of work, ability to meet quality demands					
5. Quantity of work, output of satisfactory amount					
6. Cooperativeness, ability to work with others					
7. Accepting advice and supervision					
8. Dependability, thorough completion of a job without supervision					
9. Initiative, doing jobs that need doing					
10. Attendance, reporting for work regularly					
11. Appearance, presenting a business image					
12. Adaptable to new situations					
13. Being able to talk to the boss about job related problems					
14. Serving the public, patient, etc.					
15. Safety habits, minimizing chance for accidents					

4. HOW WOULD YOU RATE THE SUITABILITY OF THE EMPLOYEE NAMED ABOVE FOR THE KIND OF JOB HE(

   ¹ Exceptionally able
   ² Well
   ³ Acceptable
   ⁴ Poorly
   ⁵ Not at all

5. BELOW IS A LIST OF PERSONAL QUALITIES AND JOB SK FROM THE LIST OF TEN FACTORS CHOOSE THE THREE CONSIDER MOST IMPORTANT FOR A PERSON ENTERIN(JOB HELD BY THE EMPLOYEE NAMED ABOVE.

   ¹ Competency in using job tools, machines and materials
   ² Accuracy, quality and thoroughness
   ³ Ability to meet quantity demands
   ⁴ Judgment - - ability to make decisions, ability to plan; organize
   ⁵ Ability to get along with others - - other workers, customers, patients
   ⁶ Initiative, does jobs that need doing
   ⁷ Positive attitude toward work
   ⁸ Appearance and grooming
   ⁹ Dependability, can be relied on to do it and do it well
   ¹⁰ Attendance and punctuality

USE THE BACK OF THIS SHEET FOR ANY COMMENTS OR SUGGESTIONS YOU HAVE CONCERNING HIGH SCHOOL OCCUPATIONAL TRAINING.

RETURN TO: ILLINOIS FOLLOWUP SYSTEM
B-6 STUDENT SERVICES BUILDING
EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

Source: Center For Educational Studies
Eastern Illinois University, Charleston, Illinois

CAPS • Resource

WHERE HAVE ALL THE ENGLISH MAJORS GONE? A Breakdown by Career of Wheaton College Alumnae English Majors

Career Planning and Placement Office
March 11, 1974

In the Spring of 1973, the Alumnae Office sent a questionnaire out to all Wheaton Alumnae to up-date their records. The Career Planning and Placement Office included three questions on the questionnaire pertaining to placement assistance. One of these asked the Alumna if she would be willing to assist other Alumnae and seniors who are job hunting by discussing her occupation with groups on campus or with individuals in her home city. The following report is a breakdown by occupation of those Alumnae graduating with an English major who responded yes to that question.

It is our hope and the purpose of this report to provide you, a current English major, with not only an overview of the careers which are open to you, but also some specificity as to position, employer, and training and/or degrees required in the various careers.

If there are jobs that seem exciting to you and you would like to talk or correspond directly with the Alumna, contact either the Alumnae Office or the Career Planning and Placement Office for names and addresses.

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Insurance

Of the few who reported working in insurance, only one had received a graduate degree.

Some examples of positions held:
Marketing Representative, Aetna Life & Casualty Insurance Company
Sales and Service, Unionmutual Life Insurance
Assistant Director, Publications, Connecticut General Life Insurance Company

Library

Librarian work was the second most popular career reported, teaching being the first. With only one exception, all who reported librarian positions had received an M.L.S. or M.S.L.S. (Masters of Library Science).

Some examples of positions held:
Child Librarian, Grand Rapids Public Library
Medical Librarian, Lawrence Memorial Hospital
Reference Librarian, Michigan State College
Librarian, Binghamton School

Miss Harris, Librarian, Wheaton College, is an Alumna of Wheaton who majored in English.

Non-Profit Organizations

A number of women reported holding paid staff positions with nationally known non-profit organizations.

Some examples:
Executive Director, American Cancer Society
Field Director, Girl Scout Council
Activities Director, Jewish Vocational Services
Blood Program Director, American Red Cross

Publishing/Journalism

Sometimes thought of as an obvious choice for career-minded English majors, there were surprisingly few who reported working in publishing or journalism. Approximately 15% of those reporting held graduate degrees.

Some examples of positions held:
Reporter, Time, Inc.
Editor, Price Waterhouse
Director, Education Sales, Avon Books
Editor, Kliatt Paperbacks
Self-employed writer
Circulation, Christian Science Publications
Writing Editor, Learning Systems

Source: Wheaton College
Norton, Massachusetts

SOME POSSIBILITIES FOR USING FOLLOW-UP DATA

1. Prepare a follow-up report for distribution to school faculty, discussion at staff and board meetings, and use in career planning efforts with current students. In addition to reporting the results of each item, some of the following data might be included:

   - Comparison of responses for different student groups (male/female, minority/non-minority, graduates/dropouts) on selected variables.
   - List employers of former students working full-time in fields related to their training, including the number of students employed and their job titles. (Remember that no personally-identifiable data can be included without specific permission of the student.) Employers may be contacted for additional evaluation, or the list may be used to develop potential jobs for future graduates.
   - Salaries of former students working full-time in fields related to their training can provide useful information for placement staff in placement counseling of current students as well as in program evaluation by educational staff.
   - Report the colleges attended and current majors of those continuing their education. Like the list of employers, this can be useful in planning recruiting visits from colleges, in updating catalog files, and in further evaluation efforts by contacting the colleges.
   - Complete or selected comments of respondents may be reported for each educational program represented. These may be included in the general report or submitted separately to each appropriate department.
   - Geographic locations of current employment and college attendance can be plotted on a map or listed by town, county, state, and foriegn country. This information may be used to identify the "employment region" to which placement publicity efforts are directed. It can also provide an interesting display to promote student cooperation in future studies or (particularly for vocational centers and community colleges) as part of student recruiting efforts.

2. Identify former students needing career assistance and/or placement services. At the time of the survey, former students might be encouraged to contact the school if they need help, or appropriate questions could generate a list of students to be contacted by the placement office.

3. Identify potential resource persons for career development activities by asking respondents to indicate their willingness to visit classes, speak individually with students, or assist in some other way. Use of this technique in long term (e.g. five-year) follow-up studies can be used to identify career development resource persons with whom students can easily identify.

(over)

CAPS • Resource

4. Many persons at the school either need or can benefit from the results of follow-up studies. It is especially important to identify those individuals or departments which must use the data for vocational program approval purposes or for reports to government agencies. Examples of such departments or persons are: vocational directors or deans, directors of research, veteran's services offices, CETA training program personnel. Their cooperation can be enlisted in the planning, conducting, and utilization of follow-up studies.

APPENDIX

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319

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